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When the National Defense Education Act was amended in 1965 to include elementary as well as secondary schools, the Division of Guidance and Testing set aside $200,000 annually to establish pilot, demonstration, or experimental projects in elementary school guidance. A total of 23 school districts conducted projects during the following three year period. The impact which these projects have had on the elementary guidance movement in Ohio is quite in evidence. In addition to the 31 counselors employed in the 17 projects in operation during 1967-68, nearly 200 additional elementary school counselors were employed in other school districts throughout the state. This publication contains abstracts of the final reports submitted by the directors of the 1967-68 projects. In addition, an attempt has been made to provide the reader with a short history of elementary school guidance in Ohio and also a brief look at present and future programs. (Author)

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ELEMENTARY GUIDANCE IN OHIO

A Compilation of Project Abstracts: 1967–68

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

When the National Defense Education Act was amended in 1965 to include elementary as well as secondary schools, the Division of Guidance and Testing set aside $200,000 annually to establish pilot, demonstration, or experimental projects in elementary school guidance. A total of twenty-three school districts conducted projects during the following three year period.

The impact which these projects have had on the elementary guidance movement in Ohio is quite in evidence. In addition to the thirty-one counselors employed in the seventeen projects in operation during 1967-68, nearly two hundred additional elementary school counselors were employed in other school districts throughout the state.

This publication contains abstracts of the final reports submitted by the directors of the 1967-68 projects. In addition, an attempt has been made to provide the reader with a short history of elementary school guidance in Ohio and also a brief look at present and future programs.

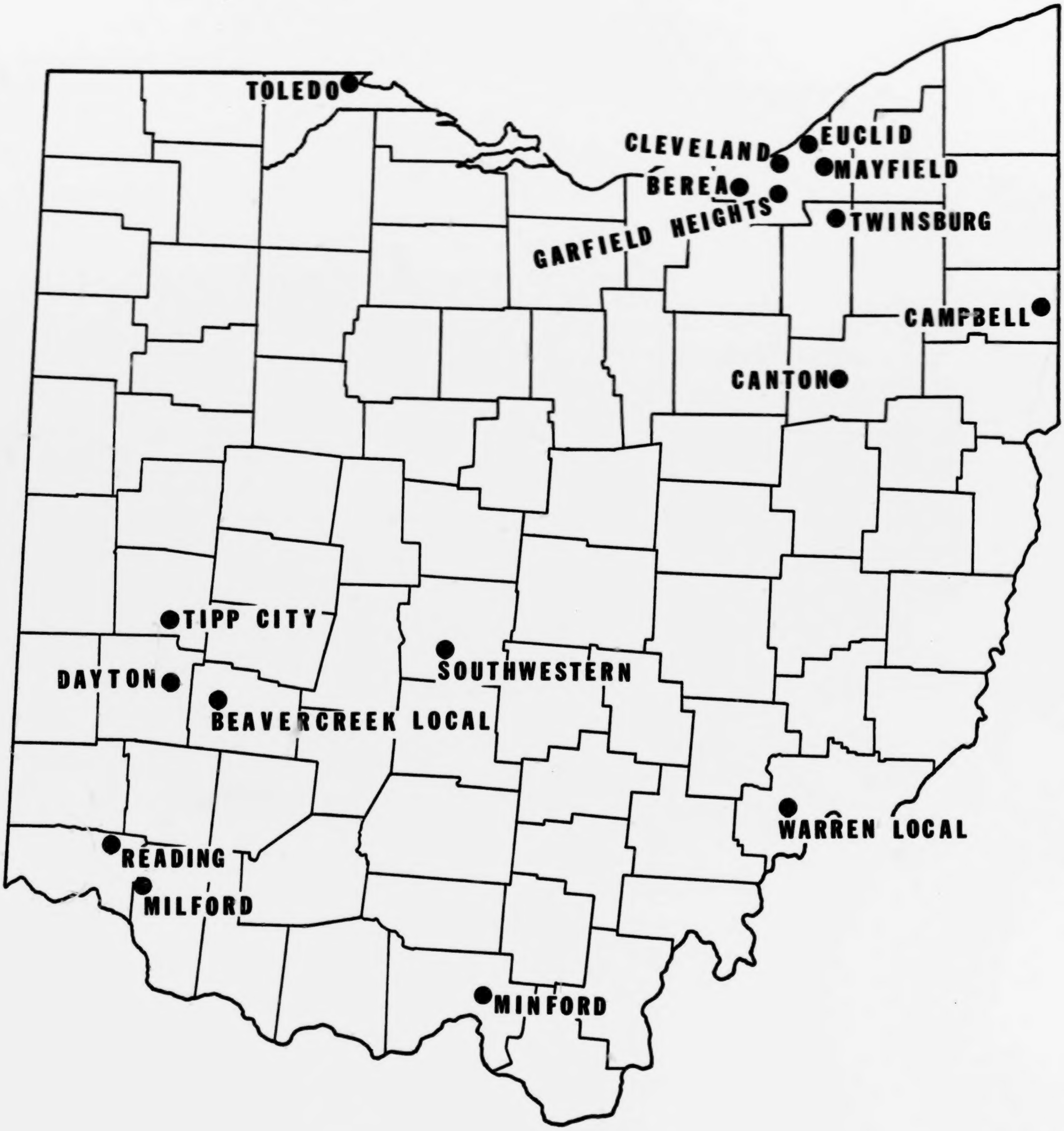
Special recognition should be given to the numerous superintendents, project directors, elementary principals, teachers, and counselors for their cooperation during the past year. Their willingness to make their programs available for visitation and to participate on panels and programs at scores of education meetings and conferences has given impetus to the growing interest in elementary school guidance. This publication was edited by Tom Warner, Elementary School Guidance Coordinator, and typed by Mrs. Betty Baumann of the Guidance Services Section.

John G. Odgers

John G. Odgers, Director
Division of Guidance and Testing

JGO:bb
September 1968

GEOGRAPHIC DISTRIBUTION OF 1967 – 68 ELEMENTARY SCHOOL GUIDANCE PILOT PROJECTS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.....the opportunity to talk openly and freely about themselves and their lives, to people who would listen without judging, and who were interested in them as human beings rather than as problems to be solved or disposed of, has totally remade the lives and personalities of a number of confirmed and seemingly hopeless juvenile delinquents. Can't we clear a space for honesty and openness and self-awareness in the lives of growing children? Do we have to make them wait until they are in a jam before giving them a chance to say what they think?

from HOW CHILDREN FAIL
by John Holt

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INTRODUCTION

A Brief History of Elementary Guidance in Ohio

While the 1965 revision of the National Defense Education Act provided considerable impetus to the growth of elementary school guidance in Ohio, it would be erroneous to assume that no elementary guidance existed in Ohio prior to the passage of that legislation. Not only had guidance long been an integral part of the activities in many classrooms, but some school districts had employed full-time elementary counselors well before NDEA funds were available for this purpose. The efforts of numerous local school personnel, notably Lloyd Swan in Canton, William Van Hoose in the South-Western City Schools, and William Drury of the Beavercreek Local School District, provided ideas which many other districts have built upon over the past decade.

At the same time, several counselor educators in Ohio were instrumental in both the promotion of guidance services at the elementary level and in the preparation of elementary counselors. As early as 1962 the Ohio Association of Counselor Educators and Supervisors established an Elementary Guidance Committee, consisting of George Hill, Russell Getson, George Leonard, Robert Hopkins, Richard Nelson, and Anthony Riccio.

Many of these same counselor educators also participated in and contributed to the success of the All Ohio Elementary School Guidance Conferences. Sponsored jointly by the Ohio School Counselors Association and the Division of Guidance and Testing, this series began in 1961 and has constantly featured recognized authorities in the area of elementary school guidance. During the first eight years of these conferences the list of speakers includes not only Ohioans such as Hill, Riccio, Nelson, Van Hoose, Herman Peters, Robert Higgins, and Jerome Kagan, but others from beyond the state including Don Davis, Harold Cottingham, Louise Eckerson, Raymond Patouillet, Eleanore Luckey, Rudolph Dreikers, Sarah Leiter, and Don Dinkmeyer.

On the state level, the OHIO ELEMENTARY SCHOOL STANDARDS adopted by the State Board of Education in 1957 pointed out the importance of an adequate guidance program in the elementary school. The outline of guidance services mentioned in the interpretative section of these standards (see Appendix B) was later expanded upon and included in the 1964 publication THE ORGANIZATION OF PUPIL SERVICES, prepared jointly by the Division of Special Education and the Division of Guidance and Testing (see Appendix C). Included in these guidelines was a description of the elementary counselor as an elementary school staff member who is easily accessible to students, teachers, and principal. Also, in the fall of 1965 the Division of Guidance and Testing produced a sound filmstrip on elementary school guidance entitled, AS THEY GROW. Copies of the filmstrip were sent to every city, exempted village, and county school district in Ohio for possible use with both school and community groups.

The initiation of pilot, demonstration, or experimental projects in elementary guidance made possible through the National Defense Education Act capitilized on this early groundwork. The variety of programs which were approved made it possible to compare different approaches to elementary guidance. In addition, the geographical distribution of the projects helped to introduce the concept of guidance services at the elementary school level into various areas of the state. In effect, by serving as both experimental and demonstration projects, these initial programs contributed greatly to the increase of interest in elementary school guidance throughout the state. As a result, the demand for elementary counselors in Ohio has increased far more rapidly than have either the number of available counselors or the funds to finance the desired programs. Since 1965 increased federal funds provided through Titles I and III of the Elementary and Secondary Education Act and a comparable increase in various state monies for education have made possible the employment of scores of additional elementary counselors. Yet, fewer than ten percent of the elementary schools in Ohio have the services of such personnel at the present time.

Trends and Issues

A number of unanswered questions remain in addition to the uncertain financial picture over the next few years. At the present time certification for school counselors in Ohio is a blanket certification for grades K-12. With over a dozen states having established separate certification requirements for elementary guidance the question of whether Ohio should move in this direction needs to be resolved.

The State is likewise at a decision point concerning what the 1969 revision of the state standards for elementary schools should include in the way of provisions for elementary school guidance. While neither funds nor counselors are available in sufficient quantities to require a specific counselor-student ratio at the present time, some mention of the necessity of establishing effective elementary guidance programs is likely.

For the present, emphasis is being placed on developing an understanding of and readiness for organized elementary school guidance programs, including the employment of trained counselors. Not only are administrators and teachers being encouraged to familiarize themselves with what can and cannot be expected from elementary counselors, but interested elementary teachers are being encouraged to consider graduate programs that will lead to guidance certification. More and more it is realized that money alone is not the answer to the development of effective elementary school guidance programs. Unless an adequate number of competent counselors is available, and unless teachers and principals are able to make the most efficient use of these people and allow the guidance point of view to permeate the total school environment, no amount of local, state, or federal funds will be able to fill the void.

An Overview of the 1967-68 Programs

The seventeen pilot, demonstration, or experimental projects described in this publication employed a total of thirty-one elementary counselors during the 1967-68 school year. These were certificated counselors, the vast majority of whom had elementary teaching experience and many of whom had received specific preparation in elementary guidance. Seventeen of the thirty-one counselors were men.

Over half (seventeen) of the counselors served full-time in a single school, while seven served two schools, three were responsible for three schools, and four were assigned to four schools each. The counselor-student ratio ranged from a low of 1:343 to a high of 1:2279, and the mean student ratio for the thirty-one counselors was 1:1113.

Although one of the original purposes of the pilot projects was to explore various approaches to elementary school guidance, several commonalities have emerged over the past three years. Despite the recognized differences among the various school systems, all of the counselors functioned according to the counseling-consulting-coordinating role. Within this framework, programs have developed which offer services to students, teachers, and parents. Individual and group counseling were common to all seventeen programs, but classroom guidance activities, teacher guidance committees, and parental contact were also prevalent in most projects.

Each 1967-68 project director submitted a description of the role of the counselor in several selected areas. Although the emphasis differed among the projects, a general picture of counselor involvement in these activities can be obtained. For example, student orientation, in-service programs for teachers, curriculum involvement, and a consultative role in matters relating to placement, promotion and grading policies ranked high in all programs. The counselors' role in discipline and attendance also was consistent among the various projects, with the counselor viewed as someone who worked with students who were experiencing difficulties in these areas. However, they were not viewed as either disciplinarians or attendance officers.

Participation in the testing and appraisal program varied to a greater extent. Some counselors were responsible for the total testing program including test administration, while others were involved only in the interpretation of the results. The majority of the counselors did not administer individual tests, but participated in the referral process and in the interpretation of the results. Most counselors did some work in assisting teachers with the administration of sociograms and other instruments which provided non-test data on students. Likewise, the majority were involved with the cumulative records, but most often they were not the person responsible for the collection and recording of data.

Some variation was found regarding the counselors' role in home visits. While some saw this as essential to their programs others viewed it as an incidental activity which was of value in specific instances. Still others, especially those working in districts which employed social workers or visiting teachers, conducted no home visits. Two other activities which resulted in differing responses were the use of play media and counselor involvement in field trips. The majority of counselors utilized some toys and materials for communication with younger students. However, one project placed considerable emphasis on the use of play with both individuals and groups, while a few made no use of any type of play materials. About the same range of responses was evident in regard to field trips. Although most counselors assisted teachers in the planning of such activities and in relating them to the world of work, some quite actively encouraged such trips and a few had no responsibility in this area.

1968-69 Plans

For the 1968-69 school year, the pilot project concept has been modified and the NDEA funds for elementary guidance are being utilized by more school districts. Rather than continuing to reimburse total projects, the new plan provides funds for the partial reimbursement of counselor salaries only. The former pilot projects are receiving continued financial assistance, but on a reduced basis. This has made possible the participation of nineteen additional school districts during 1968-69. To aid these districts in the initiation of elementary school guidance programs funds are provided for the reimbursement of fifty per cent of the expenditures for counselor salaries during the first year of participation, thirty-five per cent the second year, and twenty per cent the third year. Present plans call for approximately twenty additional school districts to be included in the program each year with financial support reduced in the same manner. All counselors participating in the program must be certificated and must serve full-time in one school (or two small schools). It is hoped that the revised "seed money" approach will enable more school districts to initiate elementary school guidance programs in at least one school.

As a result of this modification, the 1968-69 NDEA program includes thirty-six school districts and provides for the partial reimbursement of the salaries of fifty-two elementary counselors. The average counselor salary for approximately ten months service is $9,712. Slightly over forty-nine thousand students are enrolled in the eighty schools involved in the program and the overall counselor-student ratio is 943:1. For the nineteen school districts participating for the first year this ratio is 700:1. Thus, not only are more schools receiving assistance under the program than in past years, but counselors are being assigned to improved situations in terms of numbers of students.

BEAVERCREEK LOCAL SCHOOLS

Superintendent: Virlen L. Klopfer
Director: William R. Drury
Address: 2940 Dayton-Xenia Rd.
Xenia, 45385

Counselor: Mrs. Vera Newell
Phone: (513) 426-1522

I. DESCRIPTION OF THE PROJECT

A. School and Community:

Beavercreek is one of Ohio's fastest growing communities. It is a suburban area, with the majority of the population working in Dayton or at Wright-Patterson Air Force Base. Most residents are economically middle or upper middle class; although approximately 200 families (according to 1960 census data figures) fall below the Federal poverty line. The population of the school district is just over 22,000 people.

Currently, Beavercreek Schools consist of one high school, one junior high school and six elementary schools. A new junior high will open in September of 1969 and a new elementary school is now being planned. In the 1967-68 school year approximately 8000 pupils were enrolled, including approximately 2100 pupils in the high school.

In terms of wealth, Beavercreek Local School District is a relatively poor school district. In 1967 the district budgeted on a tax duplicate of $68,784.00 with a pupil population (ADM) of 7,691 or approximately $8,943.00 valuation per pupil.

B. Development of Elementary School Guidance in the School District:

Beavercreek is organized into a Pupil Personnel Services Department similar to that described in the publication The Organization of Pupil Services, published by the Ohio Department of Education. The present guidance staff consists of five counselors in the high school, two counselors in the junior high school, and one full-time counselor in the elementary schools, in addition to the elementary school counselor employed in this pilot project. Guidance services have been provided in the elementary schools since 1960. District personnel have participated

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in numerous Ohio projects involving guidance in the elementary school including the Annual Ohio Elementary School Guidance Conferences and the Kettering City Schools investigation of the feasibility of guidance in the elementary schools. In addition, the school district cooperated in a state-wide study of drop-outs conducted by the State Department of Education in 1962-63 and a "Greene County Drop-Out Study" completed in 1962. These studies provided the data that made a further study of the educational adjustment problems of Beavercreek girls and boys seem desirable.

C. Elementary Counselor Assignment:

The counselor assigned to this project worked with sixty-five experimental group children and sixty-five control group children for a period of three years. These children were housed in two elementary schools for the first two years of the project and two elementary schools plus one junior high school for the final year of the project. The counselors time was divided fairly evenly between the buildings where the project children were enrolled.

II. OBJECTIVES OF THE PROJECT

A. The project was developed around the following purposes and objectives:

1. To identify pupils having educational adjustment problems by development of an appropriate identification instrument for use by classroom teachers at the elementary school level.
2. To develop techniques and procedures designed to assist boys and girls experiencing educational adjustment problems.
3. To demonstrate the effectiveness of an elementary school counselor in working with children experiencing educational adjustment problems.
4. To demonstrate the value of counseling with elementary age school children and their parents.
5. To demonstrate the value of including working with children experiencing educational adjustment

problems as a part of the role of the counselor at the elementary school level.

B. An attempt was made to answer the following specific questions:

1. Can an instrument be developed for use by classroom teachers in identifying children experiencing educational adjustment problems?

2. What techniques and procedures are needed to more adequately assist pupils experiencing educational adjustment problems?

3. Can an elementary school counselor be effective in working with children having educational adjustment problems?

4. Is counseling with elementary age school children effective?

5. Should identifying and working with pupils having educational adjustment problems be a part of the duties of a counselor in the elementary school?

6. Are the present materials being marketed for use in elementary school guidance programs satisfactory?

III. PROGRAM

The project was in operation for three years and included the following kinds of specific activities:

First Year

1. Review of the literature

2. Review of existing research

3. Identification of project pupils

4. Counseling (both small group and individual)

5. Testing (achievement - sentence completion - mental ability - rating scale)

6. Group dynamics

7. Use of Winterhaven and Kephart materials

8. Teacher interviews

9. Parent interviews and home visitations

Second Year

1. Repeat of items 4,5,6,7,8 and 9 above.

2. Use of VISTA (Volunteers In Service To America) pupils

3. Use of interest inventories

4. Use of SRA "World of Work" materials

5. Construction of a "family tree" and an "occupational tree" by pupils

6. Use of Dvorine Pseude-Isochromatic Plates to test color-blindness

Third Year

1. Repeat of items 4,5,6,7,8 and 9 from the first year of the project.

2. Use of Dictionary of Occupational Titles

3. Construction of a parents job profile

4. Use of Ojemann (Educational Research Council of Greater Cleveland) materials

5. Expansion of project to include visiting pupils and briefing for additional teachers

6. Evaluation by use of items listed in Part IV of this abstract.

IV. EVALUATION AND RESEARCH

A. The following tools were used in project evaluation:

1. Achievement test data
2. Sentence completion data
3. Parent Questionnaire
4. Teacher Questionnaire
5. Principal Questionnaire
6. Grade Comparison (Report Cards)
7. Physical Education teacher observation reports
8. Elementary supervisor observation reports

B. Dr. Michael Lewis, a clinical psychologist from Fels Institute in Yellow Springs, Ohio served as a consultant to the project. His services were used in the area of test score evaluation and statistical treatment of test and sentence completion data.

C. As a result of the evaluation the following observations and suggestions are offered:

   1. The instrument used to identify the children included in the project is a workable tool for use by teachers and counselors at the elementary school level in identifying children experiencing educational adjustment problems.

   2. Although no statistically significant gains were found in pupil achievement as measured by standardized tests, it is the opinion of the professionals and parents involved that considerable gains were made in assisting these children both in their school and home environments. In numerous instances dramatic changes were evidenced in the behavior, attitude and general performance of the children. The question of whether or not, or to what degree, these observable changes were the result of the activities of this project is one that cannot be answered with research data.

   3. Counseling with elementary age school children, both individually and in small groups, was probably the most important and most valuable procedure of the project. Providing these children with the opportunity to meet with a non-threatening adult in a completely open atmosphere seemed most beneficial. Natually, the small number of children involved in the project also provided a most desirable situation for giving attention to the individual needs and differences of the children.

4. Although this project was concerned with only a particular kind of child -- the child having educational adjustment problems -- it should be emphasized that the elementary school counselor should work with all children, not just "problem" children. In reality, the project was not an attempt to demonstrate the value of elementary school guidance, but rather to demonstrate the value of the elementary school counselor in working with this special segment of the total school population. From all indications the project accomplished this goal.

5. Identifying and working with children experiencing educational adjustment problems should be a part of the duties of an elementary school counselor. However, the counselor should not be limited to these "special" children but rather work with all children according to their needs.

6. The elementary school counselor should work in one school building rather than in multiple buildings.

7. The counselor's office should be located in a high pupil traffic area within the building.

8. Where sufficient staff exists, the counselor at the elementary school level should be a part of a total pupil personnel team.

9. Counselors should be directly responsible to the building principal.

10. The counselor must work closely with the classroom teacher in helping children. Teachers should not develop the thinking that they are "turning children over" to the counselor but rather that they are calling on the counselor to work with them in helping children.

BEREA CITY SCHOOLS

Superintendent: Paul C. Gallaher
Director: Joseph Kornick
Address: 390 Fair Street
Berea, Ohio 44017
Counselor: William Hansen
Phone: (216) 243-6000

I. DESCRIPTION OF THE PROJECT

A. The Berea City School District contains approximately 21 square miles and is located 13 miles southwest of Cleveland. The school district has 16 elementary schools, three junior high schools, two senior high schools, and a central administration building.

B. This was the second year of the pilot project at the Brookpark Memorial Elementary School. This elementary school has an enrollment of approximately 1600 children in grades K-6, and a staff of 55 full-time faculty.

C. The first step in implementing guidance services at the elementary level involved the formation of a committee in the Fall of 1965 to ascertain the need and appropriate model for this large elementary school. A pilot project for the 1966-67 school year was approved by the Division of Guidance and Testing. The second year of the pilot program has just been completed and is described in the remainder of this abstract.

D. One counselor was assigned to serve the 1600 children at Brookpark Memorial Elementary School. He was assigned full-time to this building.

II. OBJECTIVE OF THE PROJECT

A. The objective of the second phase of the elementary guidance program was to continue exploring various facets of the elementary guidance counselor's role and functions in a large elementary building. Specifically, the primary areas of concern were counseling, coordinating, and consultation.

III. PROGRAM

A. An individual counseling program was organized which entailed: (a) the development and use of a counseling feed-back form, (b) the active participation of the classroom teacher, (c) the establishment of lines of communication among the teacher-principal-counselor.

B. Group counseling with small groups of children from grades two through six was centered around underachievement.

C. A series of filmstrips pertaining to "Human Values" was presented to children in twenty different classrooms. Considerable discussion among the children concerning human values was stimulated as a result of the presentation by the counselor.

D. Two projects were initiated in the World of Work to acquaint children in grades three and five with the variety of ways people earn a living, as well as to help children develop wholesome attitudes toward all kinds of jobs.

E. Orientation activities were concerned with students transferring to the elementary school being served by the guidance counselor, and sixth grade students entering the junior high school.

F. Daily planning and information sharing conferences were held between the elementary principal and the counselor. A daily log of all activities was maintained.

G. With regard to group standardized tests, in-service meetings were held on a grade level basis to inform teachers of proper test administration, the purposes of the test and the testing schedule. Interpretation of results and suggestions for curriculum emphasis in areas where weaknesses were noted were also discussed during the in-service meetings.

H. The elementary guidance advisory committee was continued. The functions of this committee were to inform the staff of guidance services, to assist in developing guidance techniques for the building, to advise on evaluation methods, to serve as demonstration and resource teachers at each grade level, and to act as a liaison between the faculty and the counselor.

I. The major in-service meeting of the year was Operation Demonstration. Some of the techniques presented were: sociogram, scattergram, autobiography, parent-teacher conferences and creative writing.

J. Coordinating the pupil personnel services rendered by the psychologist, speech and hearing therapist, and the nurse was a major responsibility of the counselor.

K. In the total effort of providing assistance to children, it was common practice to consult with parents and teachers.

L. In an effort to acquaint various professional groups and community service organizations with elementary guidance, a number of presentations were made by the counselor. Additional publicity was attained from newspaper articles.

IV. EVALUATION AND RESEARCH

A. The results of the evaluation pertaining to both individual and group counseling indicate that children who participate in these experiences, in general, exhibit growth toward a better school adjustment.

   1. According to teachers' judgments, individual counseling was found to be of benefit to over 80% of the children receiving this service.

   2. Approximately three-fourths of the teachers believed that the group counseling experience had a positive influence on children who participated in the activity.

B. Evaluation of the following coordinating functions of the counselor (orientation, guidance advisory committee, classroom projects, pupil personnel team) clearly supports the position that the counselor was effective in performing these functions.

   1. The responses of seventh grade students to a questionnaire regarding orientation were overwhelmingly favorable to the total program.

   2. The use of the elementary guidance advisory committee in a presentation of an in-service guidance program

resulted in teachers making greater use of classroom guidance techniques.

3. The use of guidance filmstrips relative to promoting awareness of human values proved to be of unquestionable success.

C. Evaluation of teacher consultations with regard to pupil personnel reports indicated wholehearted support for the continuation of this service.

    1. All of the teachers indicated that they desire and found useful the services provided by the counselor with regard to interpreting the recommendations rendered by the specialists in pupil personnel.

D. It was felt that the group counseling program was more effective because of the assistance provided by a consultant specializing in this area.

E. In an elementary school with an enrollment exceeding 1000 students, it appears that an effective guidance program is possible providing:

    1. Teachers assume a major responsibility for classroom guidance activities.

    2. There is a liaison group, such as an elementary guidance advisory committee, established.

    3. Adequate physical facilities and clerical assistance are available.

    4. The counselor is assigned to clearly defined guidance functions.

CAMPBELL CITY SCHOOLS

Superintendent:	Nicholas A. D'Amato	Director:	Dominic J. Pacella
		Address:	2514 Wilson Avenue
Counselors:	Ernest Hudak		Campbell, 44405
	Salvadore Musitano	Phone:	(216) 755-9841

I. DESCRIPTION OF THE PROJECT

The city of Campbell is an industrial community of 14,000 residents. Most of the working population are employed in the manufacture of steel or the fabrication of related products. It is a multi-ethnic and cosmopolitan city.

The Campbell public schools are made up of four elementary (all K through 7) and one high school (8 through 12). The elementary enrollment is 1,364 and the high school, 1,077. There are two parochial elementary schools within the district which enrolled 455 this past year.

Prior to September 1965, there was no organized elementary guidance program in the Campbell City School District. Since then, with the assistance of the Ohio Division of Guidance and Testing, a program has been initiated and developed wherein comprehensive guidance services are administered with the utilization of two certified counselors working full time. One counselor functions at two schools with an enrollment of 697 and the other services 667 pupils at the other two schools.

II. OBJECTIVE OF THE PROJECT

The purpose of the project was to demonstrate how a comprehensive elementary guidance program could be developed and utilized by teachers, other staff members, parents and others to help each child realize his learning potential and meet his personal, emotional, social and other needs for a better adjustment to his world.

III. PROGRAM

The essential services and functions of the program were related to the areas of (1) counseling, (2) pupil inventorying, (3) informational and referral services, (4) testing, (5) vocational guidance, and (6) orientation.

A. The elementary counselors continued to provide counseling on both an individual and group basis. Individual conferences were held with pupils, parents, teachers and other staff members and agency representatives. Usually, these conferences were initiated and scheduled by the counselor. Referrals by teachers and other staff members were routed through the principal by use of a referral form. Previous experience gave support to this practice. The rapport between the parents and the administration suffered in some instances when the principal was unaware that special problems or cases were being dealt with by the counselor. It was deemed good practice also to relay follow-up reports by the counselor through the principal to the referring party.

There was a definite increase in group counseling sessions during the past year. Large and small group counseling techniques were utilized for orientation purposes, dissemination of information, solving interpersonal conflicts, improving behavioral patterns and making social adjustments. Films and filmstrips were used in many of the meetings. Mr. Musitano reported 104 group sessions during the year.

B. The counselors play a lead role in pupil inventorying in order that data may be readily available for analysis and appraisal. Data accumulated about each child includes anecdotal notes concerning special abilities and interests, specific needs and problems, reactions to group situations, attitudes and feelings about home and school, and abnormal or irregular behavioral patterns. Of course test data, class performance and goals are also carefully noted for future reference. Some of the inventoried information is accessible to other staff members while other data deemed confidential is filed separately for counselor use only.

C. Sessions relevant to interpreting pupil information are either pre-arranged or unplanned. Counselor time has been available before and after school as well as during school hours. Questions and problems of a specific or general nature about the program have been dealt with during the stated times. A number of home visitations and evening meetings for parents were conducted during the year to better acquaint parents with the purposes of the guidance program and the role of the counselor. Child agencies have used the counselor's services frequently for pupil informational purposes. In turn, the counselors have utilized the special services of these same agencies to assist pupils and parents or to initiate contacts for referrals.

D. Under the supervision of the Guidance and Testing Director, Mr. D. J. Pacella, the counselors have assumed greater responsibility for planning, administering and interpreting individual and group tests. Test results were carefully compiled, analyzed, distributed and interpreted for the benefit principally of teachers and other staff members. The counselors have made it possible to pursue a broader, coordinated testing program that is now more relevant in measuring the curriculum and edcational objectives.

E. Vocational guidance has received increased attention in the elementary grades over the past few years because of specific programming toward that end by the counselors. Whereas much had hitherto been left to chance instruction, vocational information and guidance is now a planned service. A rapidly growing library of materials containing filmstrips, job monographs, career kits and films is being utilized effectively in the development of concepts of a wide variety of occupations and for the formulation of proper job attitudes.

F. In the Campbell schools, the elementary pupils attend the high school upon completing the 7th grade. During the second semester of this past year, two meetings were held with these pupils at which the high school courses of study, schedules, activities, procedures, etc. were explained. The parents and high school counselors were invited to participate at these sessions. During the last month of school, each of the 7th grade home-rooms visited the high school for one-half day. Each child was assigned to a small group and then guided through the school to view facilities and also briefly visit some classes. Before school re-opens in September, another half-day will be devoted for further orientation. Rules, regulations, traffic patterns, room and locker locations, bus schedules, proper dress, etc. will be reviewed at this session.

G. In providing any of the aforesaid guidance services and activities, the counselors have repeatedly sought the assistance or participation of various resource people or agencies. Specific people who have been involved have been previously mentioned. Agencies most frequently utilized were the Humane Society, Welfare Council, Juvenile Court, Child Guidance Center and SCAL. The last named agency is a local neighborhood center staffed with social workers and which is supported by federal OEO funds.

IV. EVALUATION AND RESEARCH

A. A number of devices and techniques were employed during the year as a means of evaluating the program. It was agreed early in the year that three of the instruments developed the preceding year would be used at intervals of two years or more. Specifically, these were (1) the Pupil Evaluation Opinionaire, (2) the Teacher Rating Sheet, and (3) the Teacher Comment Sheet. Results of these instruments were encouraging for the previous year and the value of a follow-up so shortly thereafter this year was questioned.

B. The quantitative technique of logging activities over a span of time was employed again to reveal not only the scope of the guidance services but the frequency as well. This technique included (1) logging the specific activities of the counselor during the day, (2) reporting activities during a monthly period in a summarical analysis, and (3) logging the more significant services and activities of each day of the year.

C. In measuring the effectiveness of the program it is important to ascertain whether or not the competencies of each child have been enhanced. Test results, school attendance, subjective judgments, and other evaluative tools point strongly toward the attainment of the program objectives. The program effects will be more discernible in the next several years at the high school level also. It is hoped that some evaluative procedures or instruments can be devised in the next year or so to measure some of the residual good accomplished.

CANTON CITY SCHOOLS

Superintendent: Dr. George P. Young
Counselors: George Koutras
Mrs. Edith Mezzacapo
James Douglas Sproul
Gail Zickefoose

Director: Lloyd M. Swan
Project Director: George Koutra
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I. DESCRIPTION OF THE PROJECT

Canton, a city located in a highly industrialized area in Northeastern Ohio, has a population of approximately 117,777 and includes an area of 15.17 square miles. Presently, Canton has a total of 26 elementary schools. Twelve of these elementary schools are K-8 type which feed into the three general high schools and one vocational high school, 9-12. Fourteen elementary schools are K-6 and these feed into the two junior high schools.

All the services and programs of the project were based upon the philosophy of meeting the needs of normal children as they progress from grade to grade; yet it also was the concern of the project to provide for those youngsters who had educational and emotional proglems.

The four certified elementary counselors serviced 15 of the 26 elementary schools. Generally, the counselor has four schools that he or she visits on a regular basis. The counselor and the building principal, taking into consideration the needs of the school, determine the actual time spent in the building by the counselor. Counselors devote 100% of their time to guidance counseling activities.

II. OBJECTIVES OF THE PROJECT

A. To expand the developmental approach to guidance by maintaining and strengthening existing functional programs, and the innovations of new programs in kindergarten through the eighth grade.

B. To put into motion the recommendations that were suggested in the previous year's project.

C. To continue the training of the counselor so that he can better meet the needs of the students, schools and the community.

D. To continue the eighth grade orientation program in order to assist students and parents in appropriate selection of high school subjects.

E. To strengthen and develop the sixth grade orientation-visitation program.

F. To develop a new occupational information program which served to disseminate information in grades kindergarten through eight.

G. To expand the experimental Human Relation Program.

III. PROGRAM

A. Techniques were utilized to improve communications among the schools, home and the guidance counselor.

B. Great strides were made this year in imparting information concerning the guidance services to teachers, parents and the community. A television program explaining the functions of the guidance personnel was prepared and presented by the guidance team in Canton.

C. Because there was a great need in the area of disseminating occupational information in the elementary schools, a program of imparting this information in grades kindergarten through eight was initiated.

D. Vocational information and orientation to high school was provided to assist students in high school course selection.

E. Great emphasis was placed on the orientation-visitation program which assisted sixth grade students in preparing for junior high school.

F. The program Host for the Evening was expanded to include five elementary schools involving 216 sixth grade students. Junior Chamber of Commerce members and their wives served as hosts.

G. In order to facilitate communications in the guidance department and improve in-service counselor training, the number of staff meetings was increased.

1. This aspect of the project emphasized weekly staff meetings with members of the pupil personnel team. Meetings were held in the elementary schools in

which the counselors and other team members worked. This enabled the staff to become familiar with the various districts of the city and the facilities and programs offered in these school buildings. Topics of discussion at these staff meetings were determined by the needs of the group. Each person had an opportunity to review any case that required help or that he felt should be shared with the group. In many instances it was found that other members of the staff had worked on the same case or similar cases and had information to offer.

2. Visits were also made to as many community agencies as possible in order that the staff might be exposed to all services that were available.

IV. EVALUATION AND RESEARCH

A. This year a questionnaire was prepared and administered to freshmen who participated in the eighth grade orientation program. The results enabled the guidance department to take a more realistic look at this part of the program.

B. Dr. Dean Hummel served as consultant and did an independent evaluation. Dr. Hummel listed the conclusions that follow:

1. The administration supports and is committed to expansion and improvement of services to children through employment of additional elementary school guidance counselors.

2. Teachers desire in-service education to more effectively carry out guidance functions of the school.

3. Building principals desire at least one school counselor per elementary building.

4. Regular staff meetings rotated among various elementary school buildings and local community agencies are especially helpful to the resource awareness of the total staff.

5. Educational and career planning, especially for the transition from elementary to high school is viewed as important and emphasis should continue in this activity.

6. The in-service work with counselors has been highly productive in developing communications as well as identifying needs.

C. The addition of several home-school liaison personnel to the total pupil personnel staff resulted in a reduction in the number of schools served by the four elementary counselors in the NDEA project. This enabled these counselors to administer to the needs of the students and schools more effectively. More time and energy was devoted to guidance activities at all levels and the counselors indicated that they were considered more a part of the school staff than they had been under the previous organization. Also, it was possible for the counselors and teachers to work together more effectively as a team. As one example, the counselors found that the primary teachers were willing to assist in the dissemination of occupational information with the counselors supplying the resource people. In each school the teachers and counselors were better able to develop their own individual programs as a result of the revised counselor assignment.

CLEVELAND CITY SCHOOLS

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Counselors: Mrs. Ylonne Charlton
Mrs. Virtie Holley
Miss Marilyn Horman
Miss Constance Jackson
Edsel Johnson

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I. DESCRIPTION OF THE PROJECT

A. The Cleveland School District is typical of urban school districts throughout the United States. The children it serves come from homes the economic status of which range from poverty level to upper middle class.

There are thirteen comprehensive senior high schools, two vocational high schools, one occupational high school, twenty-seven junior high schools, and one hundred and thirty-seven elementary schools, plus classes in seven institutions.

The six schools in which the project has focused range from one school which has the highest incidence of poverty in the system to another which was in a non-poverty area when the project was launched in 1965 but which is now eligible for Title I-ESEA funds.

B. Four Cleveland elementary schools were chosen for inclusion in the first year of the project and each school had a full-time counselor. In an effort to experiment with some possible approaches to the eventual district-wide implementation of an elementary guidance program the 1966-67 project provided one school with two counselors, another school with one counselor, and the two remaining counselors served two schools each. The evaluation of this second year indicated that the assignment of a counselor to more than one school was not satisfactory.

The 1967-68 project moved in the direction of one counselor per school, with the only exception being a situation in which two buildings were utilized, one for grades K-3 and the other for the balance of K-3 and all of grades 4-6. Both schools were under the administration of the same principal and were so located that the counselor could serve in both buildings. The five counselors involved in this third year of the project served approximately 5,000 students.

II. OBJECTIVES OF THE PROJECT

A. To carry on a continuing guidance program based upon the GUIDELINES (a statement on activities and policies) drawn up at the beginning of the 1966-67 school year with modifications that evolved from that year's experience.

B. To have each counselor spend approximately one-third of his time developing new approaches to elementary school guidance which, after evaluation, may be included in the total program.

C. To explore the feasibility and desirability of using a counselor with secondary school background and experience in elementary school guidance.

III. PROGRAM

A. The activities outlined for the counselors in the GUIDELINES include: (1) individual pupil conferences, (2) group guidance, (3) parental involvement through both home and school conferences and parent group meetings, (4) teacher involvement through both individual contacts and in-service meetings, (5) involvement of both school and community agencies, (6) provision of occupational information in the classroom, (7) test interpretation, (8) orientation of new pupils, (9) articulation with the junior high school, (10) field trips, and (11) research.

B. In addition, as indicated above, each counselor explored some specific aspect of elementary guidance. The areas of concentration of the five counselors were: (1) Mrs. Charlton -- small group approach to the securing of changes in attitudes and personal regimen, (2) Mrs. Holley -- club activities as a guidance technique, (3) Miss Hormann -- utilization of community agencies, (4) Miss Jackson -- group counseling and group guidance, and (5) Mr. Johnson -- vocational guidance.

IV. EVALUATION AND RESEARCH

A. Methods of evaluation

1. Teacher questionnaire.

2. A research study conducted for a Master's Degree Thesis at John Carroll University.

3. Evaluation and observation by doctoral candidate serving as an intern counselor in one of the schools.

4. Seminar of principals of the schools in the project.

B. Results of the evaluation

1. Responses of the teachers indicated that a vast majority felt that the services of the elementary counselors were of value to both teachers and students. Nearly nine out of every ten teachers felt that the assignment of counselors to all elementary schools in Cleveland would be "very desirable."

2. A follow-up study of junior high school students was conducted by Miss Jean Tierney entitled, "A Descriptive Survey of the Attitudes of Selected Junior High Students to the Elementary Guidance Program." Over three-fourths of the 240 students indicated that they had talked with the counselor during elementary school and in all instances the majority of students felt that the elementary guidance program helped them. Approximately half of the students indicated that their experience with the elementary counselor had made it easier to talk with the junior high school counselor.

3. Miss Mary Lou Wyse, a doctoral student at Case-Western Reserve University, spent the year as an intern counselor at Tremont School. She emphasized the need for more counselors and the value of continuing the use of interns in the program. She also indicated that the monthly meetings of the elementary counselors made it possible to share ideas among the various schools.

4. The five elementary principals who had been involved in the project met with the Supervisor of Guidance

at the conclusion of the school year. Their subjective evaluation can be summarized as follows:

a. Elementary school guidance is a very positive part of a complete educational program.

b. The most important role of the elementary school counselor is in individual counseling.

c. Involvement of parents is essential.

d. The counselor must not be a disciplinarian.

DAYTON CITY SCHOOLS

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Counselors:	Robert Rammes		Dayton, 45402
	Fred Thomas	Phone:	(513) 461-3850

I. DESCRIPTION OF THE PROJECT

A. The Dayton City School District is presently comprised of fifty-six elementary schools and eleven high schools numbering 60,000 students. School organization is on an 8-4 plan with elementary school populations ranging from 300 to 1600.

B. As of the beginning of the 1967-68 school year, there were thirty-one counselors (all certified) assigned to the staffs of the thirty-four elementary schools. All thirty-one counselors have been added and assigned to the elementary schools since the beginning of the 1965-66 school year. Twelve counselors were added at the beginning of the 1967-68 school year and two of these were assigned to Lincoln and Residence Park Schools. Both were directed to establish a guidance and counseling program in their respective schools with the provision that at least one-half of their time would be devoted to a program of vocational-occupational orientation termed Project P.A.C.E. (Preparing, Aspiring, Career Exploration).

C. Lincoln and Residence Park Schools are located in similar socio-economic neighborhoods. The homes in both areas are mostly in the $10,000 to $25,000 price range, and the wage earners, in both areas, range from factory employees to professional employees. Lincoln School's enrollment is approximately 1,100 all white students. Residence Park Schools -- an almost totally Afro-American enrollment -- have 459 students enrolled in the primary building and 734 enrolled in the elementary building, for a total enrollment of 1,193.

II. OBJECTIVES OF THE PROJECT

A. The major objectives of this project were to provide the supervision, professional counsel, clerical support, consultative assistance and materials to:

1. Establish elementary guidance programs in two more elementary schools with planned experiences for children in a vocational-occupational orientation.

2. Continue to assemble and develop additional vocational-occupational materials suitable for use in the elementary school program.

3. Explore and test vocational knowledge and information as it is related to vocational-occupational aspiration.

4. Evaluate the effectiveness of the new Dictionary of Occupational Titles and other materials as tools in elementary guidance.

B. Questions to be investigated:

1. Can vocational-occupational information be communicated effectively to elementary school children?

2. Are some types of materials more effective than others?

3. At what age/grade do children assimilate vocational-occupational materials best?

4. Does the counselor-teacher make a difference in knowledge gained and concepts learned?

5. What method of approach is best: teacher-counselor with encouragement of students to seek individual counseling, teacher-counselor without such encouragement, or individual counseling alone?

6. Does the child change his level of aspiration as he is exposed to vocational-occupational information? Does he become more or less realistic in relation to his learning potential?

7. Is the Dictionaly of Occupational Titles an effective elementary guidance tool?

8. What are the teacher-counselor attitudes and

responses toward the vocational-occupational theme as a significant aspect of the elementary guidance program?

9. How do the control and experimental groups in the current project compare with those of the 1966-67 program?

III. PROGRAM

A. An elementary guidance program was established in two elementary schools, one in an all white student enrollment and the other in an almost totally Afro-American enrollment. A full-time counselor was assigned to each school. Units on vocations and occupations were developed to be introduced into classes at the second, fourth, and sixth grade levels on a one hour a week basis.

B. Three different methods of approach were used in each grade level to structure this program. One class at each grade level was conducted by the teacher using the guidance counselor as a coordinator and resource person. The second class group in each grade level was identical to the above except for the fact that this group was also encouraged to seek individual counseling. The third at each grade level was to have individual counseling only. Vocational and occupational information was not given in class by either the teacher or counselor.

C. Two other schools in the Dayton School system (total make-up was similar to Lincoln and Residence Park) were used as the control group. They were given no program in vocational guidance, although the usual services of the counselor were available to this group as they were to other classes in each school.

IV. EVALUATION

A. Experimental and control groups at the four schools were evaluated statistically in terms of vocational-occupational knowledge gained. Tape recordings were also used in interviewing the children at the end of the program so as to provide information for a purposeful evaluation.

1. For the most part, the methods utilized in the comparison of the experimental and control groups failed to show any appreciable differences between the two groups. Average scores for the four schools on both occupational information and occupational aspiration were quite similar. When tested on ability to list various jobs, the students in one experimental school scored higher than those in the control school, while in the second experimental school the average score was lower than in the control school. However, it was the consensus of the interviewers that the students in the experimental groups had a greater awareness of jobs and the world of work, although these were often jobs with which the students had some direct experience through a parent or relative.

B. Questionnaire responses for teachers, counselors, and parents were obtained. Counselor reports on the materials used and the responses of children were assembled. As a result of this procedure, the following conclusions were reached:

1. Increments in vocational knowledge, level of occupational aspiration, and awareness of factors in occupational choice can be attained following a planned vocational-occupational program.
2. The "best" approach to the instruction and counseling in a vocational-occupational program is a cooperative counselor-teacher, individual counseling approach.
3. Teacher and parent response to a vocational guidance program at the elementary school level is generally positive and supportive. This is especially true in disavdantaged areas.

C. The two counselors in the experimental program met regularly with Dr. Herman Peters of Ohio State University and his assistant, Mike Bathory. Also present at these meetings were two elementary counselors, Mrs. Priscilla Cole and Mrs. Katherine Davis, who established this program the year before. Using the above persons as consultants and research advisors the program was given directions, continuity, and meaning.

EUCLID CITY SCHOOLS

Superintendent: Dr. Spartoco DiBiasio

Counselors: Ray Gargiulo
Ralph Eugene Lewis

Directors: Dr. William Dodds
Mrs. Edith Wilson

Address: 651 East 222nd St.
Euclid, 44123

Phone: (216) 261-2900

I. DESCRIPTION OF THE PROJECT

A. Euclid has 11 elementary schools, three junior high schools, and one senior high school.

The program in the elementary school includes kindergarten through grade six. The total elementary enrollment is 5,758; secondary enrollment is 4,456. Two elementary schools had guidance counselors during 1967-68:

1. Memorial Park Elementary, enrollment 672; 28 teachers, and one principal.
2. Russell Erwine Elementary, enrollment 574, 23 teachers, and one principal.

Both of these schools qualify under Title I, ESEA, and draw children from a below average housing area.

B. During the school year 1966-67 a series of in-service meetings was held throughout the year to bring the best current thinking in guidance to the elementary staff. Invitations were extended to over forty school people from neighboring systems, both public and private. The speakers for these in-service programs were Dr. Ray Patouillet, Dr. Walter Lifton, Dr. Elizabeth Drews and Dr. Herman Peters.

The culminating activity was the distribution to the staff of New Worlds to Explore, a booklet edited by Dr. Lucy Davis, highlighting salient points of the speakers.

C. Assignment of the elementary counselors

Mr. Raymond Gargiulo served as full-time guidance counselor in Memorial Park Elementary School, which has an enrollment of 672 students K-6.

Mr. Eugene Lewis served as full-time guidance counselor in Russell Erwine Elementary School, with an enrollment of 574 students in K-6.

II. OBJECTIVES OF THE PROJECT

A. To develop in the Euclid Public Schools an organized program of elementary guidance services.

B. To develop an elementary guidance program that will increase student opportunity for self-development and educational success.

C. To help teachers better understand and work with students.

D. To help parents understand and work with their children in school related problems.

III. PROGRAM

Basically guidance involves the getting together with people. With this idea in mind, a developmental guidance program was built. Thus in order to provide guidance services to all children, the program was divided into two specific areas: guidance activities and counseling activities.

The guidance activities include the teaching of specific guidance lessons in the various classrooms from kindergarten through grade six.

The counseling activities are concerned mainly with the normal child as he progresses through the various physical, social, or emotional developmental stages that all children at some time or other face.

In addition to these two main parts of the program several other aspects are also very important. These include the working together with the principal, other teachers, parents and members of the Department of Pupil Personnel as well as related after-school guidance activities involving students.

IV. EVALUATION AND RESEARCH

A. Evaluation of the project

The program was constantly evaluated informally through counselor conferences with other members of the school faculty and the principal. Dr. George Hill of Ohio University also met with the counselors, teachers, and administrators and offered encouragement and suggestions that led to an improved program. In addition, much useful information was obtained from follow-up contacts with students and parents and by means of a questionnaire given to teachers.

B. Results of the evaluation

The overall teacher evaluation of this first year of an organized guidance program was favorable. Ninety-three percent of the teachers felt that it was an advantage to have an elementary counselor on the staff and the majority thought that improvement was being made with the children whom they referred. When asked to list the most important contributions made by the counselors they ranked first the role of the counselor as a friend who is available, who will listen, and to whom the child can talk. Also ranked high on the list were counseling children and conducting classroom guidance activities. In response to a question concerning how the guidance program could be improved the most frequent comments were "improvement in scheduling times for seeing students," "more classroom guidance lessons built around stages of child growth and development," "increased teacher involvement in the guidance program," and "more counselor involvement at the kindergarten level."

Euclid has employed two additional counselors for the 1968-69 school year and thus four of the eleven elementary schools will have the services of full-time counselors. Based on the evaluation of the 1967-68 program the following recommendations were made:

1. There is a definite need for more audio-visual materials related to guidance. Counselors need time in their schedules to meet with teachers and develop materials and guidance units for use

with all grades.

2. Emphasis on the "world of work" should continue, but the counselors need to communicate to teachers that this is a program of exposure to jobs, and not choosing an occupation. Primary grades should stress the dignity of all types of jobs, and the many opportunities available in the world of work should be the focus of the program in grades 4-6.

3. There is a need to further clarify the role of the counselor and a handbook has been developed for this purpose.

4. The teaching of classroom guidance lessons is very helpful in introducing the counselor and in establishing rapport with students. However, since this rapport leads to increased demand for counseling, the classroom teacher must become more involved in the guidance lessons thus allowing the counselor more time for individual and group counseling.

GARFIELD HEIGHTS CITY SCHOOLS

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Counselor: William Nemac

Director: Martin M. Kane
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I. DESCRIPTION OF THE PROJECT

Garfield Heights is primarily a residential community in northeastern Ohio with a population of approximately 45,000 people. The Garfield Heights City Schools serve about thirty-six hundred elementary pupils in grades kindergarten through six. There are five elementary schools in the district. The two schools involved in the project, Garfield Park and Roosevelt, have enrollments of 831 and 254 students respectively.

In the fall of 1966, the elementary principals and the Director of Pupil Personnel met as a committee to ascertain what might be the very best organizational pattern of an elementary guidance program for the Garfield Heights City Schools. Together they formulated a proposal for a pilot elementary guidance project under the provisions of NDEA, Title V-A. Approval of the proposed project for the 1967-68 school year was received from the Division of Guidance and Testing, State Department of Education, on July 24, 1967.

During the first year of the project the counselor served two buildings: (1) Garfield Park with an enrollment of 831 and (2) Roosevelt with an enrollment of 254. The total student ratio was 1,085 students to one counselor. The counselor devoted three days a week to Garfield Park and two days a week to Roosevelt.

II. OBJECTIVES OF THE PROJECT

The long range general objectives of the program are:

A. To study, determine and initiate a functional program of developmental elementary guidance in the Garfield Heights City Schools.

B. To utilize successful concepts, ideas, procedures, methods, techniques, etc. of the seventeen demonstration and experimental elementary guidance projects in operation in the State of Ohio during the 1966-67 school year.

C. To utilize an advisory faculty steering committee in each of the five elementary buildings in order to organize and operate a program of developmental elementary guidance which meets the needs of each school.

D. To coordinate the pupil personnel service team with the elementary guidance program in each of the five schools.

E. To create the feeling within each school that guidance is a team effort and that the counselor is not the only guidance worker within the school.

III. PROGRAM

A. Readiness - A readiness program to prepare teachers, students and parents to accept a total program of elementary guidance was presented. Some of the readiness activities were "guidance nights" at P.T.A. meetings, articles on elementary guidance in the local newspaper, and employment of a noted authority in the field of elementary guidance for staff in-service education.

B. Guidance Steering Committees - Advisory faculty steering committees were formed at three schools. These committees met on a bi-monthly basis and began establishing priorities for various guidance activities.

C. Individual Counseling - An individual counseling program was organized based upon self, teacher, principal and parent referral. Appropriate referral and feedback forms were developed.

D. Group Counseling - Group counseling techniques were used with five groups of children referred because of aggressive behavior.

E. Group Guidance - Selected classes were provided with group guidance once a week. The primary emphasis was the showing of selected filmstrips in the personal-social areas of development.

F. Parent Consultation - A large number of parent conferences were held. These conferences provided an additional service to parents in cases beyond the regularly scheduled parent-teacher conferences.

G. Teacher-Counselor Consultation - Consultation between the Child Guidance Coordinator and the teacher concerning each child's progress and adjustment as a result of counseling was provided.

H. In-Service Training of New Teachers - One-half day released time was provided each new teacher in the project school to discuss use of cumulative records, children with special needs, tests and other guidance techniques helpful in understanding children.

IV. EVALUATION AND RESEARCH

A. The project was evaluated by Dr. George E. Hill, Distinguished Professor of Education at Ohio University, by the staffs of the two project schools and the Child Guidance Coordinator. From these evaluations the following conclusions were reached:

1. The elementary school guidance program in the Garfield Heights City Schools has thus far proved to be a worthwhile and rewarding project and every effort should be made to continue and expand it in the coming years.
2. More emphasis should be placed on group guidance (classroom) and group counseling. Group procedures are a must in handling counseling loads of over 500 students.
3. Many of the teachers have developed in a surprisingly short period of time, a sound idea of the nature of the program, the functions of the Child Guidance Coordinator and the relationship of guidance and phychological services.
4. As the program progresses more emphasis should be placed on the "content type" evaluation-measuring developmental gains on the part of children.

B. Results of the summary of counselor time allocated to various guidance activities were compiled on the COUNSELOR ACTIVITY TIME ANALYSIS CHART. Individual student counseling was the most common activity, with approximately one-third of the counselor's time spent in this area. Activities related to staff assistance and parent assistance consumed over another one-third of the counselor's time, with the remaining time divided among a number of other guidance activities.

C. For the purpose of illustrating program accomplishments and needs, data and information were collected on a small number of specific situations in which the counselor participated during the year. These brief case reports portrayed the role of the counselor as he worked with individual students and parents.

MAYFIELD CITY SCHOOLS

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		Address:	1123 S.O.M. Center Cleveland, 44124
Counselor:	Dorothy Franklin	Phone:	(216) 442-2200

I. DESCRIPTION OF THE PROJECT

A. The Mayfield City School District serves the four municipalities of Gates Mills, Highland Heights, Mayfield Heights, and Mayfield Village. There are six elementary schools, one junior high school, and one high school. The total enrollment is approximately 6000 students, 695 of them at Lander Elementary School where the counselor is housed. The Catholic, Jewish, and Protestant faiths are represented equally in this surburban, middle-class community.

B. In 1966, with NDEA support, Mayfield was able to launch the first year of an elementary guidance project. Though initially much of the effort was directed toward acquainting pupils, parents, teachers, and community with the purposes, aims, and procedures, a comprehensive program of counseling, consulting, and coordinating was realized. In 1967-68 the basic program continued at Lander School and additional features were incorporated.

C. One full-time elementary school counselor was assigned to Lander to work with pupils in kindergarten through sixth grades and two special education classes, with the twenty-four teachers and with the parents. About eighty percent of the counselor's time was devoted to counseling, consulting, and conferring with pupils, parents, and teachers. The remaining time was used for researching, testing, planning, reporting, coordinating, and communicating. In order to encourage the expansion of the service in the future, the resident counselor sought and achieved greater involvement with other Mayfield school personnel by inviting them to see the Lander program in action, and by visiting the other Mayfield elementary schools to demonstrate the contributions that elementary guidance could make to the total school program.

II. OBJECTIVES OF THE PROJECT

A. To refine and implement the existing elementary guidance program in order to more effectively meet the needs of individuals and groups.

B. To experience the continuity of guidance service, from kindergarten through twelfth grade, that permits perspective, and to benefit from the compounded value of an ongoing program at Lander School.

C. To show how elementary guidance can assist pupils, parents, and teachers in nourishing wholesome growth leading to increased maturity.

D. To assist teachers in early identification of children with unusual physical, mental, emotional, and social abilities or disabilities who need special help in benefiting from their school experiences.

E. To develop teacher-parent awareness of the physical, mental, social, and emotional differences in the development within the child and within the classroom and home, and to provide a flexible program to permit optimum growth.

III. PROGRAM

A. The project consisting mainly of counseling, conference, liaison, and referral began the last week in August 1967, and continued to mid-June 1968. Much of the effort was devoted to individual and group counseling of pupils, parents, and teachers on a preventive, developmental, and remedial basis.

B. To quickly determine the needs of each pupil, the cumulative records of all pupils were reviewed by the teacher and counselor who worked together for one-half a day. This was the beginning of the year's in-service training of teachers with emphasis on use of cumulative records, tests, group work, community services, and other guidance procedures helpful in understanding children and their parents.

C. Throughout the year, the counselor maintained close contact with the Lander staff, individually and in groups. In addition, the counselor served as a resource person for the other Mayfield elementary schools who sought guidance information and service. Initial steps were taken to provide a guidance library in each Mayfield school, and to disseminate information about the program by speaking to parent-teacher groups, etc.

D. A special research project was undertaken to determine whether it was possible to change the underachievement pattern in fifth and sixth graders through group counseling.

E. Classroom guidance to middle and upper-elementary grades was given. Some units were scheduled and others were presented as need arose.

F. The counselor took part in the Project G.O.O.D. (Guiding One's Own Development), a program of education in human behavior, developed by the Educational Research Council of America, in which three Lander teachers and their classes were involved.

IV. EVALUATION AND RESEARCH

A. In addition to the use of an outside consultant, the following self-evaluative techniques were utilized:

Teachers representing each grade level met to discuss what elementary guidance meant to them.

Committees of teachers from primary and upper elementary grades voluntarily evaluated the program in a written report.

A detailed log of activities as an elementary school counselor was recorded. This log, in combination with last year's record, reveals the specific duties of the counselor and shows the changes in the counselor's role as she progressed.

Comprehensive reports were compiled after interviews with children and parents. These became part of the child's school record.

B. The consultant, Dr. Mary Ward, whose special interest was in carrying out a research project, was able to add breadth to the program. The research was designed so that the results could supplement the knowledge available on the effectiveness of group counseling in an educational setting. The consultant also discussed special problem cases with the counselor, and helped with the evaluation report.

C. The research centered around sixteen underachievers in reading who were selected on the basis of the achievement measured by the California Achievement Test, the California Short Form Mental Maturity Test, and the recommendations of the teachers. After screening, the children were divided into experimental and control groups of eight. The experimental group met for an hour each week with the consultant and the counselor. The goal was to help the eight children build within themselves a positive self-concept, and improved attitude toward learning, the development of more realistic goals, and self-direction through self-understanding. The teachers of the experimental group met with Dr. Ward and Mrs. Franklin once a month for one-half day. In working with the teachers these aspects were stressed: the value of success to the child, the importance of a wholesome parent-teacher relationship to the child, an understanding of the teacher ego-involvement in the child's learning, and the expressed belief in human worth and potential. While pre-and post-test results indicated no significant differences in reading improvement between the two groups, there were indications of behavioral changes among students in the experimental group.

MILFORD EXEMPTED VILLAGE SCHOOLS

Superintendent: Boyd E. Smith

Counselor: Harold Herron

Director: C. Gordon Mason
Address: 525 Lila Avenue
Milford, 45150
Phone: (513) 831-5100

I. DESCRIPTION OF THE PROJECT

A. The Milford Exempted Village Schools are located in the western section of Clermont County. Located within the boundaries of the Milford School District are the communities of Day Heights, Mulberry, Miamiville and the village of Milford. The area served by the district is suburban, semi-rural and rural.

The total school population is approximately 4700 students extending from kindergarten through grade 12. There are about 2850 students in grades kindergarten through grade 6. The district has five elementary schools with a population ranging from 105 to 840 pupils per school.

Milford Main Elementary was selected as the school to be used in this project due to the fact that the special education classes for the whole district are housed in this building and this building has more of a cross section of students than the other buildings.

B. This program was established by the Milford Board of Education to assist all students in the elementary schools in making educational adjustments. The project was an outgrowth of a study by the superintendent and school board concerning lack of coordination in the elementary schools' testing program, the difficulty of the sixth grade students entering junior high school and the need for guidance for the newly formed special education classes. The most important aspect of the program was the preventive approach attempted -- ways and means of eliminating potential problems in the students' lives that may cause maladjustments and serious trouble in their later school years.

C. The elementary counselor was assigned to Milford Main Elementary which has 665 students K-6, plus 74 special education students. The counselor spent four days a week in this building and the other day was spent at the other four elementary buildings for testing, teacher referrals, parent conference, in-service, etc.

An approximation of the counselor's time is as follows:

Group Counseling	10%
Individual Counseling	20%
Parent Counseling	5%
Teacher Consultation	5%
Testing	20%
Records	5%
Special Education Classes	15%
Sixth Grade Orientation and Individual Conferences	20%

II. OBJECTIVES OF THE PROJECT

The objectives and purpose of the project were as follows:

A. To demonstrate the effectiveness of an elementary school counselor in working with children experiencing educational adjustment problems.

B. To demonstrate the value of counseling with elementary school children and their parents.

C. To demonstrate to parents the influence they have upon the educational progress of their children.

D. To learn ways in which the counselor can serve the individual needs of children of all levels of ability.

E. To set up a testing program which would include readiness for kindergarten as well as achievement and intelligence testing through the sixth grade.

F. To determine effectiveness of guidance services for the special education classes.

G. To provide in-service educational programs to members of the Milford staff in order to broaden the general guidance and counseling objectives.

H. To have the elementary program evaluated by students teachers and administrators.

III. PROGRAM

A. Group conferences with faculty members in preparation for the elementary guidance program were instituted in early September for the following purposes: (1) student testing and evaluation, (2) parent-teacher conferences, (3) use of individualization of instruction techniques for the special education classes, (4) general services available in counseling, (5) conditions for referrals, (6) classroom guidance procedures, (7) orientation of new students, (8) second semester orientation for sixth grade students, and (9) initiation of a complete longitudinal record for each elementary school student.

B. During the year, the elementary guidance project hired three different consultants to give talks and help with the program.

Dr. Worth Jones of the University of Cincinnati discussed with the elementary teachers in a workshop how teachers can use the services of an elementary guidance counselor.

Mr. James Gradolf, a psychologist with the Hamilton County Schools, discussed different tests, testing procedures and the qualities of a good testing program with the elementary teachers in an after school workshop.

C. The final discussion in the program was conducted by Dr. Walter Lippert, a psychologist from Xavier University in Cincinnati. His topic was "Communicating with Children. This meeting was for the total school staff including high school, junior high and elementary teachers.

The value that all teachers received from these three experts included the awareness of the importance of early guidance and counseling, how tests can be used to their best advantages and what signs children send out indicating that they are asking for help.

Counselor activities included: (1) in-service training, (2) teacher consultation, (3) student orientation (4) classroom guidance, (5) testing, (6) involvement in decisions on placement, promotion and retention, (7) report card revision, (8) field trips, and (9) curriculum as well as student counseling.

IV. EVALUATION AND RESEARCH

A. At the end of the 1967-68 school year, an evaluation of the guidance program was done in the form of an opinion-questionnaire concerning both teachers and the principal. The opinion-questionnaire was divided into four different divisions. They are as follows:

1. General organization of the elementary guidance program.

2. The organization and administering of the testing program.

3. Preparation and qualification of the guidance counselor.

4. Special characteristics of the guidance program.

   a. What are the best characteristics of the guidance program?

   b. What improvements would the staff like to make in the guidance program?

The results of the opinion-questionnaire were very satisfactory, indicating that the program was well received.

MINFORD LOCAL SCHOOLS

Superintendent: William L. Phillis
Counselor: Eugene Risner

Director: William L. Phillis
Address: Box 204
Minford, 45653
Phone: (614) 456-4540

I. DESCRIPTION OF THE PROJECT

A. Minford Local Schools serve approximately 1600 students in grades, Kindergarten through 12. Five buildings house the elementary students, although four of these schools have enrollments of less than 100 students. Scioto County, in which the Minford School District is located, has one of the highest student drop-out rates in the state. In addition, Minford has a high concentration of students from families on A.D.C. and other minimum subsistance programs.

B. Faced with this high concentration of welfare subsistance families, high drop-out rate, high teacher turnover, and the traditional orientation of the faculty, Minford applied for and received both a Title III E.S.E.A. grant to study a non-graded program and an NDEA Project in Elementary School Guidance.

C. For 1966-67 the newly employed elementary counselor was officed in the Minford Elementary School and spent most of his time in this building. However, some time was spent in the four smaller elementary schools working with teachers and developing an understanding of elementary school guidance.

II. OBJECTIVES OF THE PROJECT

A. Developing student readiness for elementary guidance

B. Developing teacher readiness for elementary guidance

C. Developing parent and community readiness for elementary guidance

D. Comparison of guidance in the graded and non-graded schools

E. Identification of potential drop-outs

III. PROGRAM

A. In order to promote student readiness for elementary guidance, several special activities were developed. In the beginning of the school year pupils became acquainted with the guidance program through visitations to the classrooms by the guidance counselor. The students were informed about the job of the counselor and how he might be of assistance to each student.

A booklet, GUIDELINES FOR STUDENTS, was given to each upper grade student. This handbook contained information regarding the services rendered to the pupils by the school guidance program.

Special orientation procedures were developed for students about to leave elementary school and enter high school. Included in this program were an assembly, a special P.T.A. program for students and parents, and individual counselor conferences with students and their parents.

B. The main vehicle for developing teacher readiness for elementary guidance was a committee consisting of six elementary teachers. This committee devoted extra time to the guidance program and worked closely with both the counselor and the other teachers. Committee members reviewed materials on elementary school guidance and also visited other school districts which had existing guidance programs at the elementary level.

In addition, the counselor organized faculty meetings devoted to elementary guidance, helped arrange a workshop on interpretation of test scores, issued periodic bulletins to the faculty, and held grade level meetings related to guidance and testing.

C. Parent and community readiness involved a monthly article on elementary guidance in the Minford Local Newsletter, an article in the local newspaper, counselor participation on a local radio program, several P.T.A. meetings, and numerous individual conferences with parents.

D. Much work was done by the counselor, guidance committee, and the director of the non-graded program to compare the functions of guidance in the traditional and non-graded class organization. Several committee members visited other school districts which had adopted non-graded programs and reported on their observations. Also, conferences were held involving the counselor, the non-graded director, and members of both the guidance committee and the committee studying the non-graded curriculum.

E. To examine the question of early identification of potential drop-outs, a program was developed which centered on the fourth grade. Various instruments were utilized to collect data on students at this grade level and substitute teachers were employed to give the regular teachers released time for participation in the study.

IV. EVALUATION AND RESEARCH

To assist in the evaluation of the first year of the elementary guidance program, Dr. J. Melvin Witmer of Ohio University was employed as a consultant to the project. The evaluation included changes in teacher perception concerning elementary guidance, parent perceptions of elementary guidance, and subjective observations on the part of the counselor and members of the guidance committee.

A. Changes in teacher perceptions did occur in the value they attributed to the guidance principles and practices. Teachers seemed to have gained a greater appreciation for (1) the use of test results and other cumulative record data, (2) the need for educational and vocational orientation of students, and (3) the importance of individual parent conferences.

B. Parents gained a greater appreciation for (1) efforts by the school to gain more information about their children, (2) parent-teacher conferences which interpreted the influence of the home and school upon the child, (3) involving the child in an appraisal of his own work, and (4) providing a balance of work and play in the life of the child.

C. Teacher reaction to the guidance program included positive comments on the improved understanding and use of test results, the need for early identification of potential drop-outs, and a better understanding of the role of the counselor. One teacher commented that she no longer thought of the counselor as someone who gives tests and records the results, and a second teacher mentioned that she now sees that a guidance program includes much more than testing.

READING CITY SCHOOLS

Superintendent:	Robert G. Pickering	Director:	Ronald A. Hilvers
		Address:	Halker & Bonnell Ave
Counselors:	Mrs. Linda Marshall		Reading, Ohio 45215
	Arlie Barnes	Phone:	(513) 761-3640

I. DESCRIPTION OF THE PROJECT

Reading Community School District is located in Hamilton County in the suburban area of Cincinnati. Reading Central and Community Middle schools, sites of the project, are K-5 elementary and 6-8 middle Schools, with a total enrollment of 1000 students.

This year a complete guidance program was in operation, with a counselor for the elementary (K-5) and one for the middle school (6-8). One full time counselor was assigned to each of the two units, with a pupil ratio of approximately 500 students each.

II. OBJECTIVES OF THE PROJECT

A. To refine the guidance program in the middle school.

B. To expand guidance services to the elementary school.

C. To work with teachers, students, and parents to identify and remedy students' emotional and learning problems.

D. To continue in-service training for staff members.

E. To share in the resources offered by the various universities which have on-going guidance training laboratory programs.

III. PROGRAM

A. A middle school (6-8) program was initiated with a grant under Title III of the Elementary and Secondary Education Act for a study-planning year. For 1968-69 the middle school will move toward the nongraded organizational plan. The guidance program in the middle school was continued from the previous year and guidance services were offered for the first time in the Reading Central Community School (K-5).

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1. In both the elementary and middle schools the counselors were involved with:

    a. The individual student in matters of educational improvement, personal problems, vocational information, and social and school adjustment.

    b. Groups with problems which are common to that particular group.

    c. Teachers for better understanding of the individual child.

    d. Parents in order that the child may adjust well to home and school.

    e. In-service programs for teachers for a better understanding of guidance functions.

    f. Administration in areas of curriculum planning.

    g. Professional meetings to keep informed of new educational practices.

2. Involvement of other personnel:

    a. Involvement of the psychologist, speech therapist, nurse, remedial reading teacher, and teachers.

    b. Outside agencies and parents.

B. A full program of guidance services was demonstrated to other area schools. Information about the project was mailed to schools on request.

IV. EVALUATION AND RESEARCH

A. The program was evaluated by a questionnaire which all staff members completed. Evaluation of the responses led to the following conclusions:

1. More group guidance sessions are needed with students who have common problems.

2. More staff members are availing themselves of guidance services.

3. All staff members indicated a recognition of the importance of guidance services as an integral part of the total educational system.

B. The counselor load this year has been 1000 students for two counselors (approximately 500 in the elementary school and 500 in the middle school). This ratio was quite workable but not ideal. Plans for next year include expanding guidance services to Reading Hilltop Community School (706 students in grades K-5) and in the future to South Reading Community School (263 students in grades K-5). When accomplished, this will result in complete guidance services to all students in the Reading Community School District.

SOUTH-WESTERN CITY SCHOOLS

Superintendent:	Dr. Martin L. Stahl	Director:	James Frost
Counselors:	James Frost Patricia Southward Gary Vicars	Address:	3708 S. Broadway Grove City, Ohio 43123
		Phone:	(614) 875-2318

I. DESCRIPTION OF THE PROJECT

A. The Community and the description and organization of School District: The South-Western City School District is located in the southwestern quadrant of Franklin County and is made up of almost all of Franklin, Jackson, Pleasant, and Prairie Townships. Located within the boundaries of the South-Western City School District are the villages of Harrisburg, Darbydale, Urbancrest, New Rome, Lincoln Village, Galloway, Georgesville, Briggsdale, and the city of Grove City. The area to be served by elementary counselors is suburban, semi-rural and rural.

The total school population is approximately 14,500 extending from kindergarten through grade 12. There are about 8,500 children in the primary and intermediate grades, kindergarten through grade 6. The district has seventeen elementary schools with a population ranging from 65 to 1,000 pupils per school.

The resident counselors were assigned to seven elementary schools. Their schools ranged in population from 125 to 780 pupils. They were located in suburban and semi-rural areas of the district.

B. The development of elementary school guidance in the district: In August 1961, two elementary counselors began working in six elementary schools. The criteria for selecting the schools included: (1) staff readiness, (2) pupil enrollment, and (3) facilities for the counselor. Initially the counselors were to focus upon the upper three grades (6, 7, 8) and help pupils at other grade levels as special problems arose.

After two years, a third counselor was added to the staff. Simultaneously, new junior high schools were placed in operation and grades seven and eight were moved from the elementary buildings. However, it was clear that elementary counselors were using the major part of their time in grades one to six; therefore, they remained in the elementary schools.

In 1965, the resident counselor project was developed. This, then represents the present status of the program.

C. Information on the assignment of the elementary counselors:

		A	B	C	D	STUDENT RATIO
COUNSELOR I	Enrollment	405	722	575	X	1/1642
	Days	1½	2	1½	X	
COUNSELOR II	Enrollment	419	462	781	125	1/1787
	Days	1½	1	2	½	

II. OBJECTIVES OF THE PROJECT

The objectives for this project were fourfold: (1) to demonstrate the enrichment of an existing elementary guidance program through the use of advanced graduate students, (2) to have these resident counselors function for a year in the elementary guidance program of the South-Western City Schools. Guidelines for the program were contained in the Handbook of Elementary Guidance that was revised in 1966, (3) to facilitate a program of local studies including aspects of the elementary school testing program, (4) to critically evaluate the potential for school-university cooperation to implement program enrichment by incorporating the resident concept in an on-going elementary guidance program.

III. PROGRAM

For this project, counselors were the most important quantity. The counselors were the agents to bring new ideas, to enrich the on-going program, to demonstrate school-university cooperation, and to function in the on-going elementary guidance program.

Initially, the counselors, in order to function effectively, had to build lines of communication to pupils, teachers, administrators, parents, special teachers, and communities. It was important that the resident counselors understand that the guidelines within which they worked were such that their role in the guidance program was more dependent upon the needs of the people they helped than on prior conceptualizations. The role was structured so that the counselors' functions from one school to another were, therefore, not alike. It was this flexibility that emerged as important as they worked within the guidelines of the program.

There were deterrent factors that the counselors viewed as limiting their effectiveness. Time ranked first in importance. Since the counselors in this program worked in more than one building, the schedule they followed limited their involvement in any particular building. Their role in testing was felt to consume a disproportionate amount of time for an already crowded schedule. This involvement limited their individual pupil contacts more than they felt was desirable. Although the pupil ratio was large, the length of time spent in a building was of more importance to the residents.

An elementary counselor was appointed to direct the project and supervise the resident counselors. Weekly meetings were scheduled with the supervisor. However, the supervisor often met residents at other times to consider immediate problems. The resident counselors were always free to contact the supervisor by telephone. Monthly meetings were held for all elementary counselors. These were conducted by the Director of Pupil Personnel Services.

IV. EVALUATION AND RESEARCH

A. Methods of evaluating the Project

1. Summarizing the resident counselors' activity logs.
2. Preparing summary sheets of counselor contacts for each nine week period of the school year.
3. Reporting evaluations by principals and a sample of teachers.
4. Reporting a study of pupil understanding of counselor role.
5. Including an evaluative report prepared by the Ohio University consultant to the Project.

B. Description of research connected with the project.

Research studies were conducted throughout the year's residency program. The research involved both statistical and descriptive methods and was done to increase information about curriculum, study habits, testing program, child study, mental health, and orientation.

The research studies were: (1) "An Investigation of Reading Readiness Among Four Groups of Children of Varying Experience Background Prior to Entering First Grade," (2) "An Attempt to Delimit Study Habits and Study Skills by Grade Level in the Elementary Schools," (3) "Utilizing Programmed Materials as a Child Study Technique: A Classroom Approach," (4) "Study of Teachers Point of View Concerning Cognitive, Affective, and Psychomotor Objectives in the Elementary School," (5) "Guidelines for Sixth Grade Orientation," (6) "The Elementary Counselors' Role in Testing," and (7) "Supplementary Report on the Our Working World Approach to Social Studies in the Primary Grades."

TIPP CITY EXEMPTED VILLAGE SCHOOLS

Superintendent: David L. Rinehart
Counselor: Margaret Haley
Director: Alfred Scarberry
Address: 223 West Broadway
Tipp City, Ohio 45371
Phone: (513) 667-6517

I. DESCRIPTION OF THE PROJECT

A. Tipp City is a small suburban community of about 5500. There is some light industry in the community. The school system also includes Monroe Township which is rural in nature. The Tipp City Exempted Village School System includes approximately 2400 students in grades K-12. There are two elementary buildings, a junior high and a four year high school. Grades K-3 are housed in the Broadway Elementary School, while grades 4-6 are at Nevin Coppock Elementary. Both schools are ungraded.

B. For several years the high school counselors had given several hours a week to the elementary school. Elementary teachers and administrators felt this was helpful but were anxious to have a full-time counselor. Because of the limited guidance time available to them only the most serious problems were referred. It was felt that a full-time elementary counselor could do more work of a preventative and developmental nature. In the spring of 1965 the State Department made available money to fund elementary guidance programs. The administrators at Tipp City decided to take advantage of this and submitted a proposal for an elementary guidance project. Questionnaires to teachers plus the suggestions of administrators helped to determine the kinds of guidance services needed in the Tipp City elementary schools. The first year an elementary counselor and a part-time school psychologist were hired. Evaluation instruments showed that teachers, students and administrators were pleased with the guidance program. Additions and changes have been made each year. The elementary guidance program will be continued in Tipp City.

C. The elementary guidance counselor serves the two elementary buildings in the school system.

1. Student-counselor ratio is 1400 to 1.
2. The counselor spends two full days per week in each

elementary building. One half day per week is spent in a staff meeting. The other half day is divided between the two buildings at the counselor's discretion. About 2/5 of the time is spent in the classrooms on a developmental group guidance program. About 2/5 of the time is spent working with individual students and with small groups. The remaining 1/5 time is spent consulting with parents, teachers, and administrators.

II. OBJECTIVES OF THE PROJECT

Following are the objectives for the 1967-68 school year:

A. To determine how the school counselor could work most effectively in a team teaching situation in order to provide the pupil, the teachers, and the parents with the pupil personnel services they desire.

B. To determine how the school counselor could best work with the teachers of a team and the team leader in helping them understand the behavior of children in general and the children they teach specifically.

C. To determine how best to set up an elementary guidance program which is developmental in nature from grades K through 6.

D. To determine the differences in the role, if any, of an elementary counselor in a non-graded school, as opposed to the counselors role in the traditional graded school.

E. To determine how an elementary guidance program could best be organized to facilitate the dissemination of information to interested people.

III. PROGRAM

The counselor felt that in her particular situation she could be most effective by working to help teachers understand and deal with the children. It was determined to do this by:

A. Working with children referred by the teachers or other school personnel.

B. Working with classroom groups.

C. Working with smaller groups set up by the team teachers.

D. Giving and interpreting tests to the children and the teachers.

E. Working with parent groups.

F. Providing in-service training for teachers which would deal with child behavior and development. The program was set up to meet those needs and the preceding objectives.

IV. EVALUATION AND RESEARCH

A. Evaluation of the project: The evaluation was conducted by Dr. Don Davis of Western Michigan University. This evaluation was completed at the end of each semester of the school year using personal interviews as the evaluative technique. As a result of the evaluation, recommendations were made to continue interpretation of test results to parents and students, to continue counselor visitations to classrooms, to extend the close teacher-counselor contact, and to continue the use of small group counseling for both students and parents.

B. Description of research connected with the project: Formal research as such was not initiated. However, informal studies of the effectiveness of various techniques and approaches were evaluated continually throughout the school year.

TOLEDO CITY SCHOOLS

Superintendent: Frank Dick

Counselors: Mrs. Donna Witt
Mrs. Susan Woolford

Director: Mrs. Kathleen Justen
Address: Manhattan & Elm Sts.
Toledo, Ohio 43608
Phone: (419) 729-5111

I. DESCRIPTION OF THE PROJECT

A. The Toledo Public School District located in the city of Toledo in Northwestern Ohio covers sixty-three square miles and encompasses all segments of ethnic and socio-economic groups within a metropolitan-suburban environment. The population of the city is approximately 380,000, approximately 60,000 of whom are enrolled in the Toledo Public Schools.

The school system is made up of sixty-two elementary schools, eight comprehensive high schools, and two vocational-technical high schools. One school exists for the education of the physically handicapped.

Two schools were chosen for involvement in the project: Ryder Elementary School and DeVeaux Elementary School. Ryder School was a participating school in the first year of the project. It is located in an area consisting of suburban housing and light industry. It is a predominantly Negro school. DeVeaux School is in an all-white suburban area of homogeneous character.

B. The first elementary school counselors employed in Toledo were placed in six inner-city schools in the summer of 1966 financed by funds from the Elementary and Secondary Education Act of 1965. In the school year of 1966-67, the elementary counseling program was continued with six Title I counselors in eight inner-city schools and the two NDEA project counselors in Ryder and DeVeaux schools. The six Title I counselors were assigned to six buildings in 1967-68, the two NDEA counselors continued in the same schools, and one counselor began her work in the spring of 1968 under an ESEA-Title III project.

C. Mrs. Donna Witt was assigned to Ryder School as counselor in this project. She had served as counselor (part-time) in that school during the 1966-67 school year. During the time of the current project, Mrs. Witt was employed as counselor for three days per week. She had no other professional teaching or counseling assignment. Ryder School houses approximately 290 students to grades K through 6.

Mrs. Susan Woolford was employed as counselor at DeVeaux School. She confined her work to those students, numbering 364, who were enrolled in grades 4, 5, and 6. Mrs. Woolford was employed on a two-thirds time basis, reporting to the school each day but leaving earlier than other staff members. She had no other professional commitment outside the project.

II. OBJECTIVE OF THE PROJECT

The primary objective of this project was to implement the set of guidelines which evolved from work on the first year of the project plan. Intensive in-service education with the participating counselors constituted the second phase of the project. The third phase was the experimentation of a program of play therapy for the purpose of evaluating the possibility of incorporating this medium in selected schools.

III. PROGRAM

A set of guidelines defining the role of the elementary counselor had been developed as a result of the first year of the project plan. The statement which had been written to outline the elementary counselor role and functions served as a model for the guidance in each school and represented the recommendations of the elementary counselor, teachers and consultants.

The intensive in-service training program, a second-year on-the-job training program afforded few counselors in their professional development, represented a counselor education innovation in action.

The experimental play therapy phase of the program, involving increased training for both teachers and counselors as well as the parents, represented an addition in the program through which increased attention was paid to the emotional development of the child as well as to the cognitive growth.

IV. EVALUATION AND RESEARCH

A. The evaluation of the project itself was a built-in on-going process in which the personnel, content, facilities, and process were all under consideration throughout the year. The vehicles for this evaluation process consisted of:

1. Monthly supervisor-counselor meetings during which these persons discussed specifically the elementary guidance program in action and the written Statement of Policy which described these functions.

2. Consultant-counselor in-service education evaluation during which the counselors evaluated their competencies and specified an in-service training program.

3. Staff-counselor meetings during which the utility of various procedures was examined.

4. The terminal evaluation which appeared as a revised Statement of Policy for elementary guidance.

B. Two consultants were utilized in the project. Dr. Donald Davis, Western Michigan University, served as a consultant in the play therapy phase of the project. He was involved in the initiating, organizing, conducting, and evaluation of the play media. His total involvement in these areas of the play media phase serves as the best evaluation of his consultative service in the play media program.

Dr. Joseph Quaranta, University of Toledo, conducted biweekly sessions with the counselors in the project. He attended a majority of the group sessions in the play media phase, served as a consultant on PTA programs, met with parents, and served as the coordinator of the supervised field experience of the NDEA Elementary School Counseling and Guidance Institute conducted at the University of Toledo during the 1967-68 academic year. In this position he placed several counselor-trainees in the schools in the project to observe the counseling and guidance activities and to provide a service for the school. The success of the total project was directly related to Dr. Quaranta's deep involvement in it.

C. One of the major aspects of the project was the counseling with play media. This was conducted in an attempt to provide insights into the usefulness of the technique for elementary schools as well as to provide the necessary training for building play media programs in other schools. A major research project was undertaken to determine the effectiveness of play media counseling on underachievement. Results of this research indicated that, when compared with children in control groups, underachieving primary school children receiving client-centered group counseling utilizing play media (1) did not make significantly greater gains in assessed mean intelligence; (2) did not make significantly greater gains in assessed mean academic achievement; but (3) did make significantly greater gains in assessed mean psycholinguistic abilities.

TWINSBURG LOCAL SCHOOLS

Superintendent: William S. Mercer
Director: Dean L. Wise
Address: 10270 Ravenna Road
Twinsburg, Ohio 44087
Counselor: Mrs. Helen Weingart
Phone: (216) 425-7116

I. DESCRIPTION OF THE PROJECT

Twinsburg is a suburban community located in the northeastern corner of Summit County, midway between Akron and Cleveland. The school district encompasses the village of Twinsburg and the major portion of Twinsburg Township. The school population number 2,265 in grades kindergarten through twelve. There are three elementary schools and one high school presently in operation. Two of the elementary schools, Bissell and Twinsburg, are involved in the project.

The need for elementary school guidance became apparent soon after the school district initiated pilot programs in "team-teaching" during the 1962-63 school year. In the team-teaching operation it was found that a great deal of attention had to be given to testing and grouping. Then, once groupings were made, it became necessary to maintain a continuous evaluation of each child in order to provide for his optimum mental health and to insure that each child was working up to his potential.

Orginally, guidance functions such as testing, evaluation, counseling and follow-through, fell into the realm of the building principal. However, the presence of other duties often made it impossible for the principal to devote the time necessary to carry out the guidance function effectively. In addition, because the area of guidance was becoming so highly specialized, it was felt that a person trained in the field of guidance needed to be added to the staff.

Once the need for a trained guidance specialist was established, the tentative role of the elementary counselor was formulated and Twinsburg's original Title V-A Guidance Project was written and approved.

Presently, one full-time elementary counselor is employed. The counselor services two buildings having a total enrollment of approximately 750 children.

II. OBJECTIVES OF THE PROJECT

The project was proposed so that a guidance-oriented approach to team teaching could be initiated. Through the cooperative efforts of the elementary counselor and teachers, children could be placed carefully and accurately in each area of the curriculum according to past achievement, as measured on the Iowa Tests of Basic Skills, along with the tempering judgment of teachers. Thereafter, group and individual guidance programs could be developed to meet the needs of pupils as the occasion demanded.

Another important objective of the project was to facilitate the development of the role of the elementary counselor and to measure the counselor's effectiveness.

III. PROGRAM

The program, as it exists today, is quite comprehensive. Although not stated as objectives, the ultimate goals of the program are to help children learn better through a better understanding of themselves and society, and to improve instruction by helping teachers to better understand the needs and limitations of their students.

During the course of the year, the counselor is involved in many activities such as testing, holding orientation sessions for new students, working with teachers as a member of the team, making referrals to outside agencies, contacting parents, conducting individual and group guidance sessions, conducting in-service meetings for staff, and acting as a resource person.

The project throughout stresses the importance of effective communication between all members of the staff.

IV. EVALUATION AND RESEARCH

In order to determine the effectiveness of the elementary counselor and the guidance program, as outlined in the project, the following evaluation procedures were used:

A. A consultant from Kent State University interviewed the elementary counselor during which time the "Evaluative Criteria for Guidance Programs" (North Central

Accrediting Association) was applied.

B. A team consisting of the project director, a consultant from Kent State University, and two representatives from the Ohio Division of Guidance and Testing, visited each school for the purpose of investigating and evaluating the school's overall testing program. The instrument used in the evaluation was the "Evaluative Criteria for a Desirable Program of Pupil Appraisal Services in the Schools" as found in the Organization of Pupil Services: Guidelines for Ohio Schools.

C. Questionnaires were distributed to teachers and students involved in the project in order to determine their feelings about the guidance program and the role of the counselor.

No formal statistical treatment was applied to any of the evaluation information gathered. Results of the questionnaires and investigations were tabulated the the following conculsions and recommendations drawn:

1. The elementary guidance program was evaluated to be highly effective, the only major limitation being lack of communication of guidance activity information to professional staff members.
2. The standardized testing program was found to be in need of major revision.
3, The counselor's work log revealed that the counselor spent approximately two-thirds of her time working directly with pupils, parents, and staff members, and one-third of her time in testing and planning activities.
4. Communication might be improved by the formation of an elementary guidance committee and/or regular in-service meetings and publications.

WARREN LOCAL SCHOOLS

Superintendent: Harvey Graham
Director: Justin Roberts
Address: Route 4
Marietta, Ohio 45750
Counselor: Mrs. Sally Jenkins
Phone: (614) 373-2917

I. DESCRIPTION OF THE PROJECT

A. Community and Project School: This district is a rural Appalachia area covering most of western Washington County. There are no cities or villages, only some five small communities in the attendance area. Nearly all of the approximately 2,400 children are transported by bus.

Warren Elementary, in which the project is located, has an enrollment of nearly 600 in grades 1-8. The economic level of school families is slightly higher than for the rest of the district, and the school is viewed in this area as a good one.

B. Development of the Project: In the 1965-66 school year, work was begun to prepare elementary teachers for use of a guidance counselor through in-service meetings and work projects to identify problem children. Considerable effort was made to clarify the guidance counselor's role. In 1966-67, a full-time counselor was hired to initiate a program in Warren Elementary and to work with teachers in strenghtening individual attention to students. In 1967-68, effort was devoted to refining the program.

C. Buildings served by the counselor: The counselor worked in one school four days a week with the other day divided among four other elementary schools. Student ratio: approximately 450:1 in grades 1-6 in the project building. Allocation of time:

Student conferences: 40%
Teacher conferences: 40%
Parent conferences: 10%
Test interpretation: 5%
Office work 5%

II. OBJECTIVES OF THE PROJECT

A. To promote a more individualized school program through greater concern for specific students.

B. To assist the school staff in becoming more conscious of the factors that affect educational achievement of individual students.

C. To increase staff awareness of the complex causes of specific learning disabilities.

D. To encourage school staff to take more time with students who need individual assistance with social or learning problems.

E. To make it possible for students to have increased opportunity to find adult (i.e. the counselor) attention.

F. To enable parents to form a better picture of their children's school experiences, including the interpretation of various test data.

G. To better inform the administration of the problems students have and of the general characteristics of the elementary student body.

III. PROGRAM

The program this year has involved close work with teachers and parents in getting specialized attention to children's needs. Considerable psychological testing was done with some follow-up therapy by a trained psycholgist. Individual teachers were given advice on handling particular children and the counselor conducted increased individual counseling.

IV. EVALUATION AND RESEARCH

A. Evaluation of the project has been done primarily on the basis of teacher attitudes toward the program. The consensus of opinion among those connected with the project was that the objectives listed above were achieved.

B. Consultant help for therapy was considered most valuable, but consultants in program operation and organization were also quite useful.

C. There is not yet sufficient data for original research in connection with the project.

D. Basically there appear to be two ways to measure the effectiveness of a guidance program: do a self-evaluation and get outside opinions. Both are necessary to a functional guidance program. From the experience of this district the following steps toward a soundly measured program would be recommended:

1. Prepare a statement of guidance philosophy as the framework for a program.

2. Prepare objectives to be fulfilled. This step should be primarily the job of local personnel, with the advice of consultants.

3. Evaluate the operation of the program in light of the objectives. This step can be done through the use of instruments which utilize teacher, counselor, and pupil reactions. Since the objectives are pertinent to the school the measurement devices should also be locally developed. They should not only indicate what is being done presently but also what improvements are being made and whether professional growth is taking place.

Generally speaking the operation of this program has clearly indicated that the surest way to determine the effects of a guidance program is to question teachers. They usually know their children better than anyone else in the school, and if teachers understand the guidance program clearly they are among the first to see what the results are.

APPENDIX A

STATE DEPARTMENT OF EDUCATION
Division of Guidance and Testing
Columbus, Ohio

1967-68

ELEMENTARY SCHOOL GUIDANCE PROCEDURES AND CRITERIA FOR THE APPROVAL OF PILOT, DEMONSTRATION, OR EXPERIMENTAL PROJECTS FOR ASSISTANCE UNDER TITLE V-A, GUIDANCE AND COUNSELING, AND TESTING OF THE NATIONAL DEFENSE EDUCATION ACT AS AMENDED

A limited number of pilot, demonstration, or experimental projects will be approved for the 1967-68 school year under the amended provisions of Title V-A of the National Defense Education Act. All projects must meet the basic criteria listed in this document; in addition, project applications will be considered on the basis of (1) date of receipt of the application, (2) spread of types of schools or school systems covered, (3) geographic distribution throughout the State, and (4) representative spread of project purposes or project designs. No application shall be accepted after August 1, 1967, or after such earlier date as all available funds have been committed. Total funds available for pilot, demonstration, or experimental project reimbursement will approximate $200,000 for the period July 1, 1967 to June 30, 1968.

1.0 Provisions for Local Project Approvals

To be eligible for reimbursement, local projects must comply with the following general provisions:

1.1 Project may be established either for the purpose of (1) experimenting to determine feasible patterns or procedures for elementary school guidance programs or (2) demonstrating such programs.

1.2 Project may include individual schools or school systems but shall be limited to services to students enrolled in public elementary schools and shall not include grades 7 and 8 in junior high or six-year high schools.

1.3 A qualified professional staff member shall be assigned to coordinate the elementary school guidance project.

1.4 Professional personnel reimbursed under this program will be limited to certificated counselors and teacher-counselors who meet the professional training requirements of secondary school, Title V-A, NDEA programs, and to supervisors or other specialized personnel for newly assigned responsibilities directly related to the project.

1.5 Consultative or other resource services may be utilized.

1.6 For purposes of reimbursement, counselors assigned to NDEA participating secondary school guidance programs in addition to this project may be reimbursed under each program only for the pro-rata amount of their time assigned to each.

1.7 Counselor time assigned to elementary school guidance projects may not be considered in determining the counselor-pupil ratio for secondary school guidance program eligibility on a system-wide basis.

1.8 Approval of local programs will be made annually on a fiscal year basis from July 1 through June 30. After the first year, priority for program approval will be given to schools continuing an elementary school guidance project under an approved plan which was originally projected for more than one year. Continuing approval will be subject to evaluation.

1.9 Project changes during the period of the agreement must be cleared in advance or the project may be ruled ineligible for reimbursement.

2.0 Provisions for Reimbursement

2.1 All projects will be subject to prior approval and will be reimbursed in either one or two installments upon evidence of expenditure.

2.2 Approved programs will be reimbursed 50% of the cost of approved budget items for personnel, testing, and materials. Additional miscellaneous costs may be approved on an individual basis.

2.3 Personnel time which is covered by School Foundation units other than basic teacher units will not be reimbursed under this project.

2.4 Local schools shall maintain fiscal and activity records and shall submit reports to the State Department of Education annually and at such other times as may be required. Official accounts and documents showing receipt and expenditure of funds approved under the program will be maintained by the clerk of the local board of education.

3.0 All applications for approval shall be submitted in the form of a descriptive project proposal in accordance with instructions provided by the Division of Guidance and Testing and accompanied with an Elementary School Guidance Application and Proposal available upon request from the Guidance Services Section, Division of Guidance and Testing, State Department of Education, 751 Northwest Boulevard, Columbus, Ohio 43212.

ELEMENTARY SCHOOL GUIDANCE APPLICATION AND PROPOSAL (1967-68)

Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212
Telephone: (614) 469-2103

Form: V-A (Elem-1)
Application for Elementary School
Guidance Proposal Approval 1967-68
(Submit two copies by August 1, 1967)

School District (name) ______________________ Name of County ____________

Address ______________________ City ________ Ex.Vil. ________ Local ______

Telephone Area Code __________ Number ________________

Person to be contacted regarding application ______________________ Title ____________

Title of Proposal: ______________________________________

____

Summary of Proposal (Confine summary to this space)

Purpose of Project

Proposal Submission and Assurance of Compliance

1. I hereby apply for approval of this elementary school guidance project as described in the attached project proposal.
2. The Assurance of Compliance with Title VI of the Civil Rights Act of 1964, dated ____________ applies to the application submitted herewith.
   Month Day Year

(Signature) ______________________________
Superintendent or Executive Head Submitting Application

PROPOSED BUDGET

Personnel Costs __________
Testing Costs __________
Materials Costs __________
Misc. Costs __________

Total Project Budget __________

* * *

(For State Department Use Only)

BUDGET APPROVED

Personnel Costs __________
Testing Costs __________
Materials Costs __________
Misc. Costs __________

Total Budget Approved __________

(Reimbursement will be 50% of Total Budget Approved, or 50% of actual expenditures, whichever is less).

Rev. 3/7/67

☐ Approved

☐ Not Approved

____
State Supervisor, Guidance Services Section

Date ______________________

RECOMMENDED OUTLINE
FOR PREPARING A PROPOSAL FOR PILOT, DEMONSTRATION, OR EXPERIMENTAL ELEMENTARY SCHOOL GUIDANCE PROJECT

All projects must be written in sufficient detail to justify the request for financial assistance. The following outline is recommended, but may be modified if determined necessary. Care should be taken that all items in the outline are included in any project submitted. All project proposals should be submitted in duplicate and be accompanied by the attached Elementary School Guidance Application and Proposal Form.

I. Identification of Local Situation

A. In approximately one-half page describe the local situation pertinent to this elementary school guidance project.

B. State the need for this project.

II. Project Purposes or Objectives

A. Cite the purposes or objectives to be achieved by this pilot, demonstration, or experimental school guidance project. (Purposes and objectives should be clear and specific, and attainable by the proposed procedures.)

B. Indicate specific questions that this project will endeavor to answer, or the hypotheses it intends to test.

III. Project Description

A. The Project

Describe in detail the project to be undertaken, including:

1. Brief description of any activities to be used.
2. Resources to be utilized.
3. Time schedules (and project duration dates).

B. The Staff Involved in Proposed Project

1. Professional Staff

Define positions and, to the extent possible, include names, project assignments, and such relevant information as guidance certificate number, hours of guidance graduate training, percent of school day assigned to this guidance project, other school responsibilities, total salary, years of teaching experience, and years of guidance and counseling experience.

2. Consultative or Resource Staff

Define purposes and responsibilities of consultative or resource staff, including specific activities planned, man-days of service, and outcomes expected.

3. Clerical and Other

C. Materials

Describe materials to be utilized and/or developed.

D. Physical Facilities

Describe facilities available for use in this project.

IV. Budget

A. Personnel Costs

1. Professional Staff

2. Clerical and other

3. Retirement (School Contribution
(Professional - 11.5%, Clerical - 10.0% of salary.)

4. Consultative/Resource Staff
(Approval will be limited to $40.00 or less/half day.)

5. Total Personnel Costs.

B. Testing Costs

C. Material Costs

D. Miscellaneous Costs (Identify)

E. Total Project Budget

V. Evaluation

A. Describe plan to evaluate above program (including instruments to be used). Evaluative instruments and procedures should be planned to measure outcomes related to purposes or objectives listed under II A and B.

APPENDIX B

1957 OHIO ELEMENTARY SCHOOL STANDARDS

STANDARD IX. GUIDANCE

Each school shall provide adequate guidance to meet the educational needs of all pupils.

INTERPRETATIVE AND EXPLANATORY MATERIAL

Guidance in the Elementary School

Elementary school guidance shall consist of those services which have for their major objective provision for the individual needs of all pupils. The extent of these services shall be determined by the assistance needed for the child's adjustment to school from the time of entrance into kindergarten or grade one through promotion to the secondary school. Guidance services shall provide teachers and other school staff members with information and consultation useful in planning and adjusting learning experience to each child's needs.

Organized guidance services include:

1. Maintenance of cumulative records for all pupils.

2. Administration and use of standardized group measures including a minimum of two scholastic aptitude tests (readiness, intelligence, mental abilities, and prognostic) and three achievement tests during the elementary years.

3. Use of available referral resources on problems of special learning, health, mental health, and welfare.

4. Study of individual pupil problems in a regular manner by such techniques as:

    a. Individual and staff conferences
    b. Case conferences
    c. Use of sociometric devices
    d. Request for special services such as individual testing

5. Provision of special programs to meet problems common to identified groups of elementary pupils such as:

    a. Pre-school enrollment activities geared to prepare children for school admission
    b. Reading readiness
    c. Articulation program preparatory to advancement to next higher grade or school

6. Provision of assistance to teachers on guidance problems such as:

    a. Planning and conducting parent-teacher conferences on pupil problems
    b. Interpreting and using test information
    c. Observing and reporting pupil behavior

APPENDIX C

GUIDANCE SERVICES IN THE ELEMENTARY SCHOOLS

Programs of guidance services in the elementary schools have been established and developed with a variety of organizational structures and activities. At the present time, there seems to be no common pattern of elementary school guidance services which has been generally recognized by the profession. Prior to the emergence of specific program organizations and activities, any criteria for these guidance services should permit program flexibility as well as provide a broad basis for program development. The following statements were developed from an analysis and synthesis of the Ohio Elementary School Standards, Standard IX Guidance, and basic concepts proposed by workers in the field of elementary school guidance. The statements are meant to be general guidelines for program development and are not intended to define completely the guidance activities which should be performed. The guidelines are tentative and should be applied in an atmosphere which encourages inquiry and experimentation.

1. Tentative Guidelines for the Development of Guidance Services in the Elementary School.
    a. Elementary school guidance services are initiated on the basis of the following procedures:
        (1) A study of guidance needs at the elementary school level.
        (2) The development of goals which meet the identified guidance needs and are within the general purposes of the total educational program.
        (3) The establishment of services to achieve the goals, taking care not to duplicate those activities which are appropriately assigned to and effectively performed by other functioning services or staff.
    b. Elementary school guidance services are planned to accomplish the following when need exists:
        (1) Assist each pupil to acquire adequate and satisfying understanding of himself.
        (2) Assist each pupil to progress in school achievement according to his ability and to think of school as a positive experience.
        (3) Assist teachers and parents in clarifying the expectancies which they hold for each child.
        (4) Assist each pupil to be accepted as a worthwhile person.
        (5) Assist each pupil to understand and accept responsibility for his educational activities and interpersonal relationships.
        (6) Identify needs of pupils which might be met by an addition to or adjustment of the school program.
        (7) Help teachers to identify individual differences in pupils and to become aware of common characteristics of groups of pupils.

(8) Provide smooth articulation of students from one school level or program to another.

(9) Assist each pupil to obtain understandings and positive attitudes about the world of work.

c. The elementary school guidance worker:

(1) Has experience and training which gives him an understanding of education in the elementary schools.

(2) Has appropriate guidance training and adequate time assignment to carry out the guidance services planned.

(3) Is an elementary building staff member who is administratively responsible as a staff member to the principal of the building in which he is working; and performs those guidance services and functions within the established job description and under the system-wide professional supervision of the administrator of pupil services.

(4) Has facilities available within the elementary building unit or units to which he is assigned.

(5) Is assigned in such a way as to be easily accessible to the students, teaching staff, and principal.

(6) Functions as a team member with other pupil services personnel.

d. Elementary school guidance services include:

(1) Activities which emphasize developmental and preventive functions.

(2) Services which are basically planned to provide for the individual and group guidance needs of all pupils in the elementary school.

(3) A system of cumulative guidance records for all pupils.

(4) A coordinated standardized group testing program which has been developed in cooperation with the pupil appraisal service.

(5) An established procedure of making appropriate referrals to other pupil services personnel and non-school guidance resources.

(6) An organized program of parent conferences.

(7) Consultation with school staff members.

e. The effects of the elementary school guidance program organization and services are evaluated and reported to the school's administrators and to the total profession.

(Taken from The Organization of Pupil Services, Ohio Department of Education, Columbus, Ohio, March 1964)